DOCUMENT RESUME

ED 156 272 JC 780 368

AUTHOR Anandam, Kamala
TITLE Annual Report for Open College, 1976-77.
INSTITUTION Miami-Dade Community Coll., Fla.
PUB DATE [77]
NOTE 100p.; Document not available in hard copy and table VI has been deleted due to poor reproducibility

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Academic Achievement; Community Colleges; Computer Assisted Instruction; Delivery Systems; Enrollment; Extension Education; *External Degree Programs; Individualized Instruction; Instructional Innovation; *Junior Colleges; *Multimedia Instruction; *Nontraditional Students; *Outreach Programs; School Holding Power; Student Characteristics; Student Participation
IDENTIFIERS *Response System with Variable Prescriptions

ABSTRACT

Open College, a Division of Miami-Dade Community College, offers opportunities for academic work to persons finding it difficult to attend campus classes or feeling they can pursue academic work without class meetings. Credit courses are presented through a multi-media system of television, radio, and audio-visual cassettes in conjunction with printed materials and a computer-based feedback system for individualized instruction, Response System with Variable Prescriptions (RSVP). Examinations are generally taken on campus. This report describes the program for 1976-77 according to courses offered, enrollments, student characteristics and retention, student utilization of RSVP and bonus point plans, grade distribution, characteristics correlated with exam scores, and multiple regression analysis which found that available student data did not account for differences in achievement. Appendices provide examples of the RSVP course performance surveys and feedback letters, and information on student characteristics by program, RSVP participation information by course, examination techniques and results, end of term grade distribution and course completion, and results of step-by-step multiple regression analysis. (TR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED156272

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Kamala Anandam

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

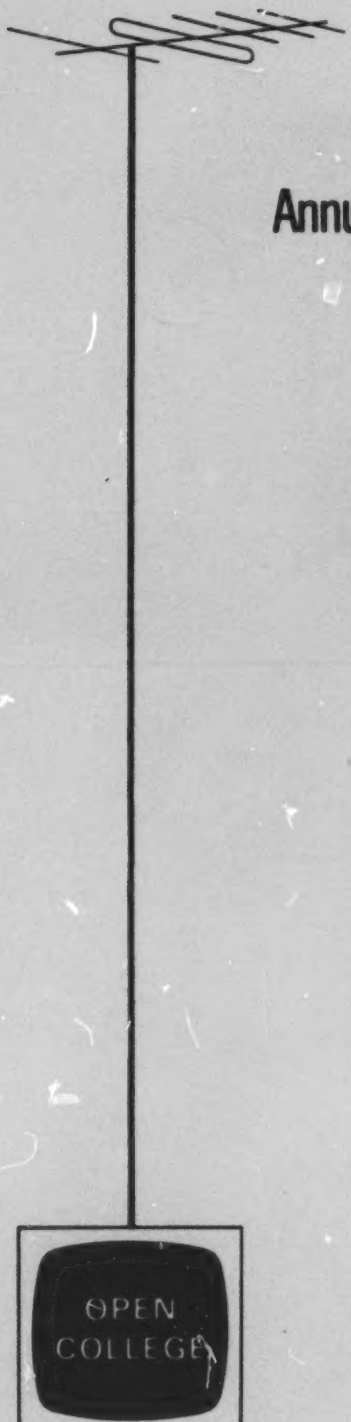
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Annual Report for Open College

1976-77

BEST COPY AVAILABLE

Kamala Anandam
Research/RSVP Specialist



Miami-Dade Community College
11011 S.W. 104th Street
Miami, Florida 33176

JC 780 368

The services of Mrs. Betty Little
and Mrs. Beverly Murphy
in typing this manuscript are
gratefully acknowledged.

TABLE OF CONTENTS

THE EDUCATIONAL SETTING IN OPEN COLLEGE 1

RSVP - A COMPUTER-BASED INSTRUCTIONAL SYSTEM 1

COURSES OFFERED IN 1976-77 2

FIRST-TIMERS IN 1976-77 4

ENROLLEES IN OPEN COLLEGE 5

STUDENT-UTILIZATION OF COURSE COMPONENTS 11

GRADE DISTRIBUTION 11

CORRELATIONS WITH EXAMINATION SCORES 14

MULTIPLE REGRESSION ANALYSIS 18

APPENDIXES 22

LIST OF TABLES

I Summary of Students "as they came to" and "as they stayed in" Open College Courses - 1976-77 8

II Description of Unduplicated Students in Open College - 1976-77 . . . 9

III Student-Utilization of RSVP and Bonus Point Plans in 1976-77 . . . 12

IV Comparison of Grade Distribution for the Years 1975-76 and 1976-77 in Open College 13

V Correlations of Student Characteristics and Course Participation with their Examination Scores - Fall, 1976-77 15

VI Correlations of Student Characteristics and Course Participation with their Examination Scores - Winter, 1976-77 16

VII Correlations of Student Characteristics and Course Participation with their Examination Scores - Spring/Summer, 1976-77 17

LIST OF APPENDIXES

A. Examples of RSVP Survey and RSVP Feedback Letter 22

B. Example of RSVP Feedback Letter for ENG 120. 31

C. Summary of Students by Course for the Three Terms in 1976-77 32

D. RSVP Participation by Students by Course for the Three Terms in 1976-77. 38

E. Utilization of the Two Examinations for the Six Modules in MATH 201 for the Three Terms in 1976-77. 41

F. Data on End-of-Term Grade Distribution and Course Completion for the Three Terms in 1976-77 44

G. Results of Step-by-Step Multiple Regression Analysis for the Three Terms in 1976-77 47

H. Information about Students Included in the Multiple Regression Analysis for the Three Terms in 1976-77. 55

INSTRUCTIONAL PROGRAM FOR DISTANT LEARNERS

Open College

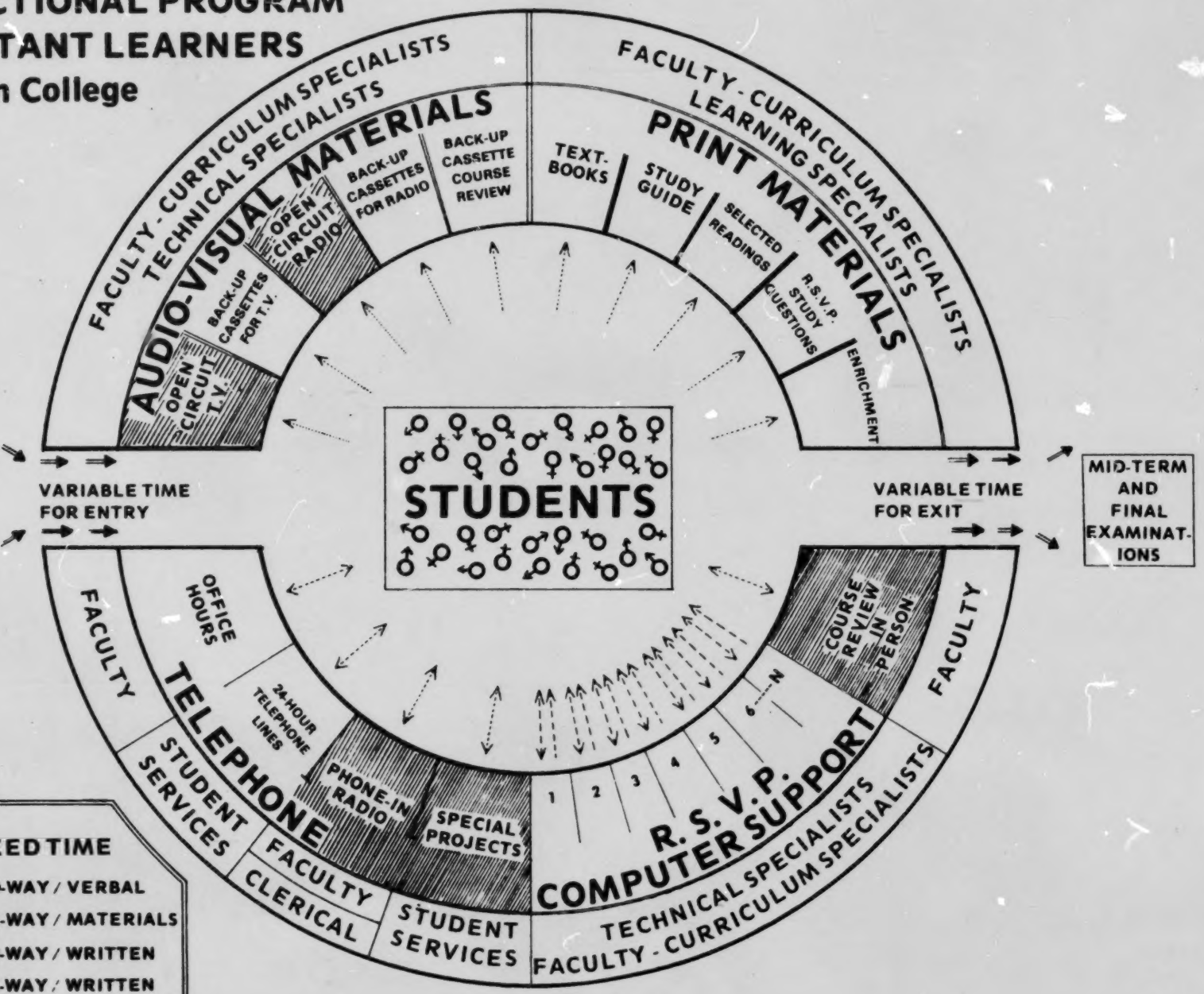


Figure 1

THE EDUCATIONAL SETTING IN OPEN COLLEGE

Open College is a Division of Miami-Dade Community College which offers opportunities for academic work to persons who find it difficult to attend classes on campus or those who feel they can pursue academic work without the class meetings. Credit courses are offered through a multi-media system of television, radio and audio-visual cassettes in conjunction with print materials and a computer-based feedback system for individualizing instruction. This setting finds students remote from the campus, having the ability to apply, register, purchase course materials and proceed at their own pace without the need to come to the campus on a prescribed time schedule. Midterm and final examinations are offered on campus unless students qualify as shut-ins, whereby special testing arrangements are made.

The provision for these "new" learning environments is an outcome of the collaborative efforts of administrators, faculty members and technical and clerical personnel. A matter of significant importance in this collaborative effort is the changes in the "traditional" role of an instructor. The main changes include: 1) designing a course for students whom the instructors would hardly see; 2) conceptualizing in advance for a greater degree of individualization of instruction which is customarily relinguished in classrooms because of its managerial complexity; 3) replacing their spontaneous verbal skills in lecturing and discussing with pre-designed written communication and 4) shifting their focus from the perfunctory tasks of record keeping to analyzing student-performance with a view to give more individualized support to the students.

The illustration on the opposite page shows how the various personnel work as a team to bring the several course components together to form a cohesive instructional program for the students, giving them the responsibility to initiate their participation in the course activities. The choices provided for the students are not only numerous but also made free of time constraints. Fully realizing that removal of time constraints may lead to procrastination (even in the best of people!), Open College does establish a time schedule for completion of assignments and examinations. Incidently, the establishment of a time schedule attenuates the management activities in the case of large course enrollments.

RSVP - A COMPUTER-BASED INSTRUCTIONAL SYSTEM

A significant and dynamic component of the academic program in Open College is a computer-based instructional system called RSVP (Response System with Variable Prescriptions). Individualized instruction via RSVP is best understood if it can be seen as faculty-student dialogues in the written mode. There are three stages in these dialogues, which progess in a spiral manner to the conclusion of the course:

1) The instructor develops multiple-choice items to elicit student responses relative to academic materials at strategic points of a course. These items, which attempt to assess students' progress in both cognitive and affective domains, are grouped into unit surveys (RSVP Surveys) and are made available to the student at the point of entry in the program;

2) the students utilize as many of the course components as desired and respond to the RSVP multiple-choice items on a mark-sense card and mail it to Open College; and

3) the mark-sense cards are processed through RSVP which results in personal letters to the students. These letters include individualized, variable prescriptions which are pre-written by the instructor. The variable prescriptions may be based on student responses, as well as their characteristics (age, week of entry, past performance, etc.). In the letter, the instructor emphasizes the relevant points contained in the various components, thus providing a cohesive plan for distant learning. (Please see Appendix A for an example of RSVP Survey and RSVP Letter to Students.)

Students' responses to multiple-choice items are not the only source for programming variable prescriptions while using RSVP. Instructors' evaluations of students' written assignments indicated on mark-sense cards have been used in Open College to give feedback to students in an English Composition course. Each item on a mark sense card was pre-identified with a particular error such as fragmented sentences, punctuation, etc. Twenty-six errors were included for marking and the students received the corresponding prescriptions to help them improve their writing. (Please see Appendix B for an example of a prescriptive letter which was generated on the basis of an instructor's evaluation of a student's written assignment.)

The courses offered in Open College provide variable number of RSVP Surveys for feedback to students. Some use six RSVP Surveys and suggest that students answer one survey in every two weeks and others provide 14 surveys for weekly submission. The instructor's suggestions in no way preclude the students from responding according to their own pace of working. To prevent the unintended outcome of trailing behind, RSVP is also used to send out reminders for students to respond.

COURSES OFFERED IN 1976-77

In the academic year 1976-77, Open College offered 13 courses with eight courses being offered more than once during the year. A brief description of the courses follows indicating the unique course component in paranthesis which was used in addition to print materials and the RSVP component.

ANT 220 - Introduction to Cultural Anthropology (TV-Open Circuit Broadcast)

This course is an introduction to Cultural Anthropology with emphases on analyzing different cultures and the role of social organizations formed by man.

ECY 101 - Man and Environment (TV-Open Circuit Broadcast)

This course covers the origins and dimensions of many environmental problems including air, water, and sound pollution as well as the environmental consequences of urbanization and population explosion. Emphasis is placed on the individual as a contributor to the problems and their solutions.

ECY 102 - Man and Environment (TV-Open Circuit Broadcast)

This course covers the effects that environmental problems pose to the economy of the world and to society as a whole. The value to man of wildlife, forests, grasslands, soils and minerals is shown. The politics concerning environmental control is also discussed.

EIM 290 - Utilization of TV/AV in the Classroom (TV-Open Circuit Broadcast)

Both the theory of communicating and the practical use of television and audio/visual materials are explored. The course includes examining the use of a single camera video tape system; learning about various delivery systems; and the development of materials for use and evaluation in the classroom.

ENG 120 - Writing for a Reason (TV-Open Circuit Broadcast)

This course emphasizes the techniques of expository prose. Basic skills in writing are emphasized and students are shown how to shape a thesis, plan a composition and develop desirable writing skills.

HIS 260 - African Roots in American Soil (TV and Radio-Open Circuit Broadcasts)

The history of American blacks from Africa to the United States is covered in this course. The impetus for the course was Alex Haley's best selling book ROOTS and ABC's television series based on that book. The course presents numerous articles by leading writers on the topic of black Americans.

HSC 101 - The Ascent of Man (TV Cassettes)

This course is based on a highly acclaimed television series and book, The Ascent of Man by Jacob Bronowski (now available as TV cassettes). It covers the major events in the intertwining of the scientific and cultural evolutions of man.

HUM 204 - Classic Theatre (TV-Open Circuit Broadcast)

This course explores man's view of the world as expressed through the medium of the theatre in a series of 13 plays that have been acclaimed through the years. The plays are studied not only for their drama techniques but also for their historical, social and philosophical views. Playwrights represented range from Shakespeare to Shaw.

LAW 205 - Business Law (Radio-Open Circuit Broadcast)

The various facets of law concerning a business are explored in this course. Businessmen, and others interested in this area of law, can learn about the nature and source of law, contracts, agency law and court procedures.

LAW 206 - Business Law (Radio-Open Circuit Broadcast)

This course is a continuation of Business Law 205 with emphasis on the laws concerning commercial property, sale of goods, personal property, bailment, secured transactions, the formation and operation of partnerships and corporations, real property, insurance, estates and bankruptcy.

MAT 201 - General Education Mathematics (Audio-cassettes)

This course is taught in a modular format covering the topics Logic, Set Theory, Algebra, Probability, Statistics and Decimal Notation. There are two examinations for each module which allows the students to take a second examination if they failed the first one or are not satisfied with their score.

ORH 101 - Ornamental Horticulture (TV-Open Circuit Broadcast)

This course is intended for the beginner in ornamental horticulture who has little or no knowledge of the field. Fundamental concepts relating to plant nutrients, soil types, plant diseases and their controls, planting techniques, pruning, spacing and propagation are studied.

PSY 211 - Introduction to Psychology (TV-Open Circuit Broadcast)

"As Man Behaves" is the television component for this course which presents an eclectic approach to the study of human behavior. It includes the most prominent theories of psychology.

FIRST-TIMERS IN 1976-77

Among the thirteen courses described in the preceding section, there were three courses which were offered for the first time by Open College in 1976-77. Special reports on these three courses are available at Open College. Besides being this year's addition to Open College courses, these three courses established a new record for Open College.

1) Ornamental Horticulture (ORH 101) was taught in Fall and Winter Terms and it recorded the highest completion rate (73%) ever achieved in Open College.

2) Writing for a Reason (ENG 120) was a Winter Term offering. This course broke the tradition in Open College of using the RSVP System to provide variable prescriptions based on students' answers to multiple-choice questions. Instead, writing consultants' evaluations of students' written assignments formed the basis for RSVP feedback to students.

3) African Roots in American Soil (HIS 260) was offered in the Winter and Spring/Summer Terms. The Winter offering coincided with the most widely watched national TV broadcast based on the best seller book ROOTS by Alex Haley. Needless to say, the course recorded a high enrollment including the largest enrollment of black students (37%) for any course offered thus far in Open College.

ENROLLEES IN OPEN COLLEGE

Students enrolling in Open College represent a cross section of the local population - men and women, ranging in age from 17 to 65 years, students, workers, shut-ins and prisoners, whites, and blacks, hispanic and non-hispanic people. With the conclusion of the year 1976-77, Open College has completed six years of service to a variety of people seeking college education in the remote mode. The trends in enrollments and in the ages of the enrollees are shown in Figures 2 and 3.

Table I presents the number of students choosing the Open College mode of instruction in 1976-77 ("as they came" group in Table I) and the number who did not drop out of this type of instructional program ("as they stayed" group in Table I). Compared to the previous year, the FTE* (Full-Time Equivalent) has increased by 33.6 while the proportion of unduplicated persons accounting for enrollments has remained the same. Across the three terms for the year 1976-77, there were 3419 persons (unduplicated headcount) who participated in the instructional program offered in Open College.

A description of the unduplicated headcounts by term is shown in Table II. The percentages shown for the "as they came" columns represent the percent of the total unduplicated headcounts. For example, of the 1211 unduplicated headcounts in "as they came" group in Fall, 26% were affiliated with North Campus, 59% with South Campus and so on. The percentages shown for the "as they stayed" columns should be read thus: 76% of the 314 students affiliated with North Campus in Fall did not drop out of the course, 76% of the 720 students affiliated with the South Campus did not drop out of the course and 51% of the 170 students affiliated with the New World Center did not drop out of the course.

Table II gives an indication of the drop activity in relation to students' attribute information. Across the three terms, there was less drop activity among men, Open College's exclusive clientele (only OC courses in Table II), mail-in applicants and non-hispanic people. Description of Open College enrollees by course by term is presented in Appendix C.

*FTE = $\frac{\text{Number of Course Enrollments x Credits}}{30}$

Figure 2

ENROLLMENT TRENDS IN OPEN COLLEGE

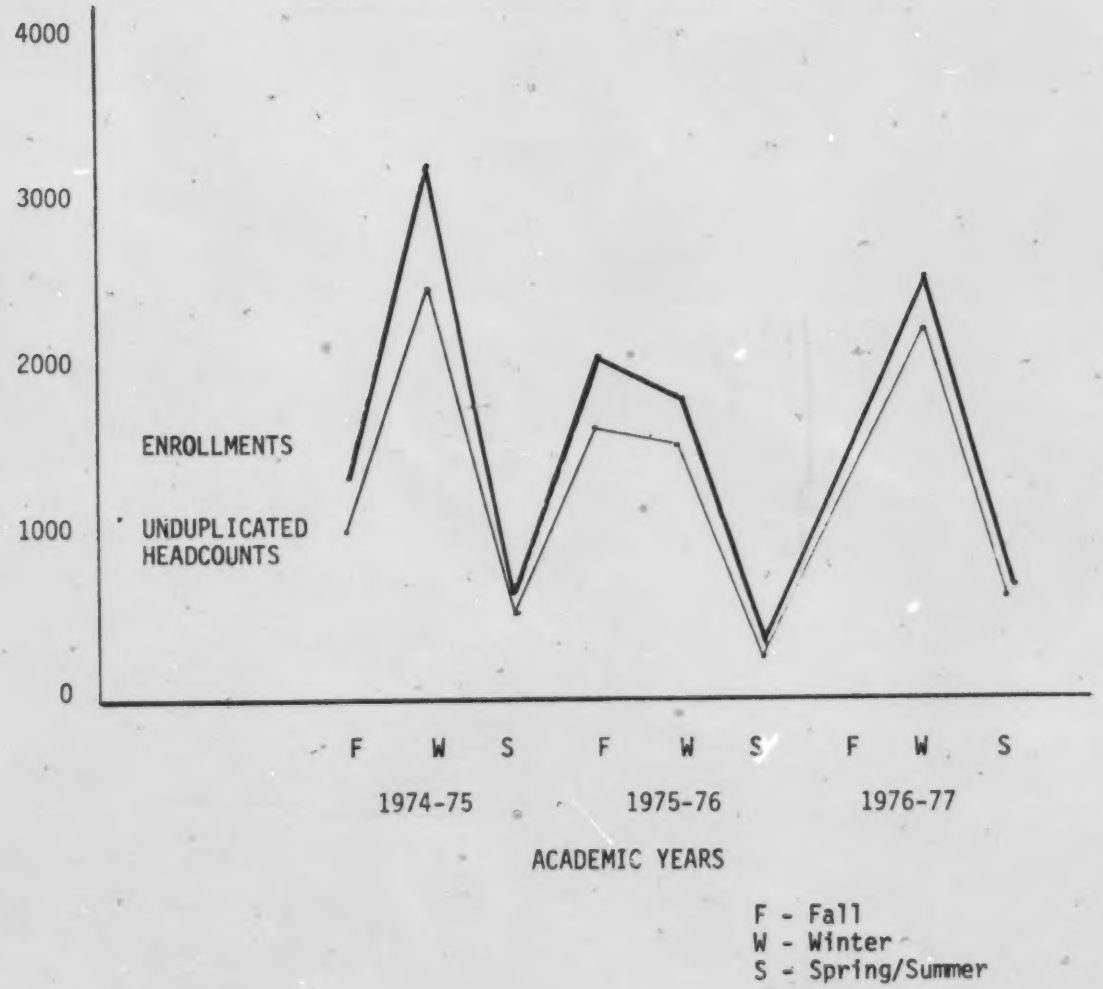


Figure 3

AGE TRENDS IN OPEN COLLEGE ENROLLEES

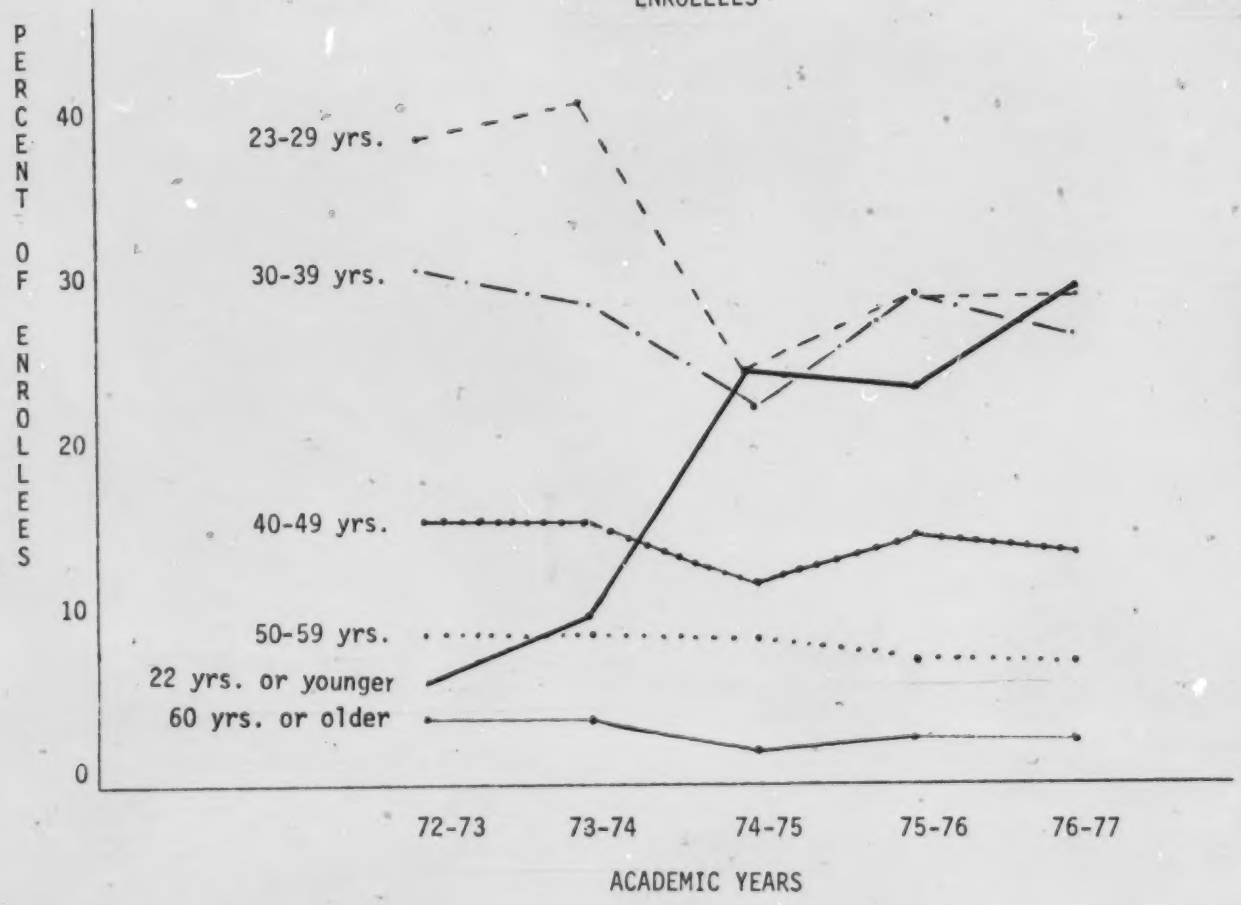


TABLE I

SUMMARY OF STUDENTS "AS THEY CAME TO" AND "AS THEY STAYED IN" OPEN COLLEGE COURSES IN 1976 - 1977

Term	Fall		Winter		Spring/Summer	
Number of Courses Offered	9		12		5	
	As They Came	As They Stayed	As They Came	As They Stayed	As They Came	As They Stayed
Number of Course Enrollments	1476	1094	2694	2122	732	517
Number of Unduplicated Head counts Accounting for Enrollments	1211	882	2221	1746	630	430
FTE*	133.7		247.8		53.9	

As They Came = enrolling in Open College courses
As They Stayed = received a Grade of A-F or I
*FTE = $\frac{\text{Number of Course Enrollments x Credits}}{30}$

Source: SCR01PD1, SMR01PD1 Files
Date: August 4, 1977

TABLE II

DESCRIPTION OF THE UNDUPLICATED STUDENTS IN OPEN COLLEGE 1976-77

TERM	Fall				Winter				Spring/Summer			
	As They Came		As They Stayed		As They Came		As They Stayed		As They Came		As They Stayed	
Total Unduplicated Head Counts	1211		882		2221		1746		630		430	
ATTRIBUTE	N	%[a]	N	%[b]	N	%[a]	N	%[b]	N	%[a]	N	%[b]
HOME CAMPUS												
North	314	26	240	76	799	36	673	84	194	31	128	66
South	720	59	549	76	1087	49	832	77	323	51	224	69
New World Center	170	14	87	51	307	14	220	72	110	17	75	68
Not indicated	7	1	6	86	28	1	21	75	3	-	3	-
SEX												
Males	477	39	360	75	797	36	633	79	233	37	165	71
Females	734	61	522	71	1424	64	1113	78	397	63	265	67
RECEIVING VETERAN BENEFITS	80	7	52	65	104	5	83	80	45	7	35	78
TYPE OF CLASSES												
Only O.C. Courses	458	38	367	80	1069	48	912	85	297	47	209	70
O.C. and Campus Courses	753	62	515	68	1152	52	834	72	333	53	221	66
TYPE OF REGISTRATION												
Campus-Advisor	440	36	271	62	787	35	586	74	159	25	97	61
Campus-Self Advised	382	32	274	72	694	31	517	74	334	53	228	68
Mail-in	389	32	337	87	717	32	624	87	114	18	85	75
Telephone	-	-	-	-	23	1	19	83	23	4	20	87

As They Came = enrolling in Open College Courses
As They Stayed = received a Grade of A-F or an I

Please read page 5 also for an explanation of this table.

a = Students in each attribute category given as percent of "as they came" total number.

b = Students in each attribute category of "as they stayed" column given as percent of "as they came" number in that category.

TABLE II (continued)

TERM	Fall				Winter				Spring/Summer			
	As They Came		As They Stayed		As They Came		As They Stayed		As They Came		As They Stayed	
ATTRIBUTE	N	%[a]	N	%[b]	N	%[a]	N	%[b]	N	%[a]	N	%[b]
MATRICULATION STATUS												
AA Degree	845	70	638	76	1057	48	797	75	375	60	243	65
AS Degree	78	6	49	63	151	7	110	73	63	10	41	65
AG Degree	18	1	15	83	32	1	25	78	9	1	7	78
Planned Certificate	6	-	4	67	40	2	33	83	5	1	4	80
Certificate of Completion	25	2	22	88	243	11	217	89	63	10	50	79
Non-Degree	78	6	60	77	381	17	318	83	32	5	25	78
Not Indicated	161	13	94	58	317	14	246	78	83	13	60	72
ETHNIC BACKGROUND												
White	852	70	655	77	1430	64	1130	79	435	69	306	70
Black	123	10	75	61	550	25	445	81	116	18	69	59
Not Indicated	236	19	152	64	241	11	171	71	79	13	55	70
Hispanic	236	19	150	64	296	13	205	69	120	19	80	67
Non hispanic	383	32	308	80	1184	53	984	83	287	46	196	68
Not Indicated	592	49	424	72	741	33	557	75	223	35	154	69
AGE IN YEARS												
15 - 17 years	1	-	0	-	70	3	67	96	1	-	0	-
18 - 22 years	306	25	213	70	530	24	371	70	209	33	131	63
23 - 29 years	339	29	246	73	547	25	421	77	179	28	125	70
30 - 39 years	330	27	238	72	579	26	463	80	144	23	108	75
40 - 49 years	143	12	113	79	284	13	238	84	61	10	44	72
50 - 59 years	71	6	54	76	173	8	159	92	28	4	17	61
60 years or more	17	1	15	88	34	2	23	68	8	1	5	63
Not Given	4	-	3	75	4	-	4	-	-	-	-	-

Please read the notes on page 9 for this table.

STUDENT-UTILIZATION OF THE COURSE COMPONENTS

The delivery design for the instructional program in Open College, as explained earlier, allows the students to utilize the course components (TV, radio, RSVP, Bonus Point Plan, print materials) wherever they are and at their own convenience. Consequently, assessment of student-utilization of the course components becomes rather difficult except in the case of RSVP and the Bonus Point Plans. Utilization of the RSVP component was not a requirement although a few courses provided an incentive by crediting the students with one or two points toward their grades for turning in the answers to the RSVP Surveys. The Bonus Point Plan provided in six courses consisted of special projects that students could complete and earn certain number of points toward their grades. The levels of student-utilization of these two components are summarized in Table III for all courses considered together. Information regarding student-utilization by course by term can be seen in Appendixes D and E.

As can be seen from Table III, one out of every three students has shown full utilization of the RSVP component. Translated into the number of communications between instructors and the students, there were approximately 84,800 individualized communications in the year, just for this group of students who fully utilized the RSVP component. In the case of the Bonus Point Plan, 30 to 42 percent of the students utilized this option. Of course, utilization of either the RSVP component or the Bonus Point Plan should not be equated with completion of the course. There were a few students (two in a hundred) who completed the course without utilizing either of the components.

GRADE DISTRIBUTION

Table IV summarizes the grade distribution for 1976-77 and compares it to that achieved in 1975-76. In addition, it compares the grade distribution at the end of the term and as of this report date. With the provision for variable times for entry and exit in Open College, course completion figures also vary with time. (Please see Appendix F for grade distribution for the three terms).

Instructors teaching on-campus courses have the option of dropping a student on the basis of "no shows" (that is the student has not shown up for class in the first two weeks or has not called the instructor). It is not feasible to exercise this option under the philosophy and delivery plan adopted in Open College. Nevertheless, a post hoc estimate was made at the end of each term of the number of students who could have qualified for the "no shows" option. These were the students who did not utilize the RSVP component at all and did not take either the midterm or final examination. The number of "no shows" and the corresponding course completion rates (if the "no shows" were not included) are as follows:

1976-77	Reported as the Successful Completion	"No Shows"	Excluding "no shows" the Successful Completion
Fall	55%	151	60%
Winter	53%	363	62%
Spring/Summer	50%	162	71%

TABLE III

STUDENT-UTILIZATION OF RSVP AND BONUS POINT PLANS IN 1976-77

	FALL		WINTER		SPRING/SUMMER	
Utilization of RSVP System for Instruction						
Number of Courses Providing RSVP Surveys	8		12		4	
	N	%	N	%	N	%
100% Utilization	477	37	803	32	167	34
More than 50% but not 100%	168	13	313	13	47	10
Up to 50%	256	20	451	18	82	17
No Utilization	378	30	905	37	195	40
Bonus Point Plan						
Number of Courses Providing the Plan	4		6		1	
	N	%	N	%	N	%
Number of Students Utilizing It	244	32	227	30	86	42

TABLE IV

COMPARISON OF GRADE DISTRIBUTION FOR THE YEARS 1975-76 AND 1976-77
IN OPEN COLLEGE

	Fall		Winter		Spring/Summer	
	1975-76	1976-77	1975-76	1976-77	1975-76	1976-77
Number of Grades Generated	1991	1351	1727	2424	319	555
A	14%	20%	17%	22%	23%	18%
B	19%	20%	18%	16%	19%	17%
C	12%	11%	11%	11%	7%	11%
D	5%	4%	4%	4%	2%	4%
F (earned)	5%	2%	9%	3%	4%	3%
F (default)*	24%	17%	15%	16%	10%	17%
I (Incomplete)	5%	5%	4%	9%	10%	7%
W (Withdrawal)	16%	21%	22%	19%	25%	23%
Successful Completion at the end of Term	50%	55%	50%	53%	51%	50%
Successful Completion as of this Report (Sept. 1977)	55%	57%	54%	57%	55%	50%

*Did not take the examinations and did not request an Incomplete Grade

CORRELATIONS WITH EXAMINATION SCORES

Term by term statistics for the correlations of student characteristics and RSVP utilization with their examination scores (midterm, final and both combined) are shown in Table V for Fall Term, Table VI for Winter Term and Table VII for Spring/Summer Term. These correlations were computed for students who had: a midterm score (MT in Tables V - VII); a final score (Final in Tables V - VII); and both scores (Both in Tables V - VII).

The values for the correlations in Tables V - VII indicate the strength of the relationship of sex with examination scores, age with examination scores, etc. The higher the values, the stronger is the relationship. If the values have no sign to the left of them, the relationship is positive which means, for example, that as age increases, the examination score increases. When the values are given one or two asterisks, it means that the relationship is statistically significant. In other words, the relationship can occur by chance only one time in 100 (2 asterisks) or five times in 100 (1 asterisk).

An examination of all the correlations included in Tables V, VI and VII leads to the following inferences:

1) The week of entry was not a statistically significant factor in the scores obtained by the students for the examinations. In other words, late entry did not adversely affect the students' performance in the instructional program made available in Open College.

2) Age and sex played a significant role in some courses. Where there was significance (indicated by one or two asterisks), the correlations are to be interpreted as older persons and women obtaining better scores on the examinations.

3) RSVP utilization (number of surveys turned in) was more consistently crucial across terms and courses than age or sex in correlating with the exam scores but not as consistent as the score obtained on the RSVP Surveys. It was true for this year (as for previous ones) that RSVP utilization was significantly influential in helping the students stay with the course (not drop out) and complete it (take the midterm and final examinations). How well the students performed on examinations (exam scores) was dependent, to a greater extent, on how well the students answered the RSVP Surveys.

4) There were differences in the manner in which RSVP utilization for first half, second half and total surveys correlated with the midterm and final examination scores. These differences may stem from:

a) differences in student-utilization of the first half and second half of the RSVP Surveys with the midterm examination score being available to them between the two sets of the surveys; and

b) the differences in the midterm and final examinations in reflecting the content covered in the first half and second half of the RSVP Surveys.

TABLE V

CORRELATIONS OF STUDENT CHARACTERISTICS AND COURSE PARTICIPATION WITH THEIR EXAMINATION SCORES
FALL, 1976-77 (76-1)

	ANT 220			ECY 101			HSC 101			LAW 205			LAW 206			ORH 101			PSY 211		
	MT	FINAL	BOTH	MT	FINAL	BOTH	MT	FINAL	BOTH	MT	FINAL	BOTH	MT	FINAL	BOTH	MT	FINAL	BOTH	MT	FINAL	BOTH
Number of Students Included in Analysis	65	57	57	95	86	86	167	149	147	101	89	89	46	38	38	155	139	139	139	112	112
Sex	.43**	.52**	.52**	-	.10	.10	.14*	.12	.12	.12	.27**	.24**	.13	.07	.12	.29**	.25**	.28**	.10	.26**	.21*
Age	.16	.10	.14	.13	.21*	.17	.19**	.12	.14*	.26**	-.02	.08	.24	.25	.21	.04	.02	.03	.10	.07	.08
Week of Entry	.03	.15	.15	-.07	.11	.10	-.12	.02	-.01	.09	.14	.12	-.21	-.26	-.25	-.14*	-.02	-.08	.02	-.02	-.01
First half of the surveys provided	.35**	.24*	.24*	.33**	.01	-	.15*	.03	.08	.11	.24*	.21*	.22	.45**	.40**	.25**	.10	.13	.26**	.18*	.19*
Mean score on first half of surveys	.35**	.31**	.32**	.49**	.55**	.56**	.41**	.36**	.42**	.17*	.28**	.26**	.31*	.47**	.41**	.42**	.29**	.35**	.49**	.38**	.45**
Second half of the surveys provided	-	.21	.21	-	.10	.11	-	.11	.14*	-	.26**	.29**	-	.38**	.33**	.23**	.13	.12	.27**	.22*	.21*
Mean score on second half of the survey	-	.42**	.43**	-	.31**	.34**	-	.28**	.32**	-	.45**	.48**	-	.44**	.39**	.28**	.19*	.19**	.38**	.38**	.39**
All surveys	.38**	.24*	.24*	.33**	.08	.09	.25**	.08	.12	.19*	.28**	.29**	.22	.43**	.37**	.27**	.13	.14*	.30**	.20*	.21*
Mean score on all surveys	.36**	.34**	.36**	.68**	.48**	.54**	.34**	.37**	.43**	.24**	.32**	.31**	.33*	.46**	.40**	.40**	.31**	.33**	.49**	.45**	.50**

*Significant at .05 level of confidence
**Significant at .01 level of confidence

MT = Midterm Examination
Final = Final Examination
Both = Combined Examination Score

TABLE VI WAS REMOVED FROM THIS DOCUMENT PRIOR TO ITS BEING SUBMITTED TO THE ERIC DOCUMENT REPRODUCTION SERVICE.

TABLE VII

CORRELATIONS OF STUDENT CHARACTERISTICS AND COURSE PARTICIPATION WITH THEIR EXAMINATION SCORES
SPRING/SUMMER, 1976-77 (76-3,4)

	HIS 260			HSC 101			LAW 205			LAW 206		
	MT	Final	Both	MT	Final	Both	MT	Final	Both	MT	Final	Both
Number of Students Included in Analysis	55	49	48	122	110	109	63	55	55	23	19	19
Sex	.29**	.31*	.33**	.05	.14	.11	-.13	-.10	-.11	-.12	-.02	-.03
Age	.17	.35**	.33**	.17*	.21*	.21*	.29**	.34**	.33**	.01	.29	.21
Week of Entry	.18	.07	.09	.04	.02	.02	-.02	.14	.10	.19	.11	.13
First half of the surveys provided	.28*	.22	.30*	.02	-.03	-.02	.18	.43**	.42**	.22	.18	.21
Mean score on first half of surveys	.27*	.45**	.46**	.15*	.17*	.16*	.17	.25*	.27*	.39*	.47*	.44*
Second half of the surveys provided	-	.34**	.42**	-	-.01	.02	-	.42**	.40**	-	.44*	.42*
Mean score on second half of the survey	-	-.16	-.05	-	.16*	.16*	-	.47**	.47**	-	.45*	.44*
All surveys	.45**	.30*	.39**	.04	-.03	-.01	.23*	.46**	.44**	.33	.35	.35
Mean score on all surveys	.30*	.36**	.40**	.10	.12	.11	.16	.21	.23*	.13	.11	.14

*Significant at .05 level of confidence
**Significant at .01 level of confidence

MT = Midterm Examination
Final = Final Examination
Both = Combined Examination Score

MULTIPLE REGRESSION ANALYSIS

Simple correlations represent the strength and direction of relationship between two variables. "As the age increases, the examination score increases" means that there is a positive correlation between age (independent variable) and examination score (dependent variable). When multiple regression analysis is applied, it is possible to derive multiple correlation values which represent the combined relationship of several independent variables such as age, sex, RSVP utilization, etc., with the examination score (dependent variable).

The fact that not all students achieved equally well in the midterm and final examinations raises some interesting questions: Why did the students differ in their examination scores? How useful are the kinds of information, which are currently known about the students, in predicting the differences in student-performance? Is there a need for learning more about the students in order to predict how well they will succeed in an Open College course?

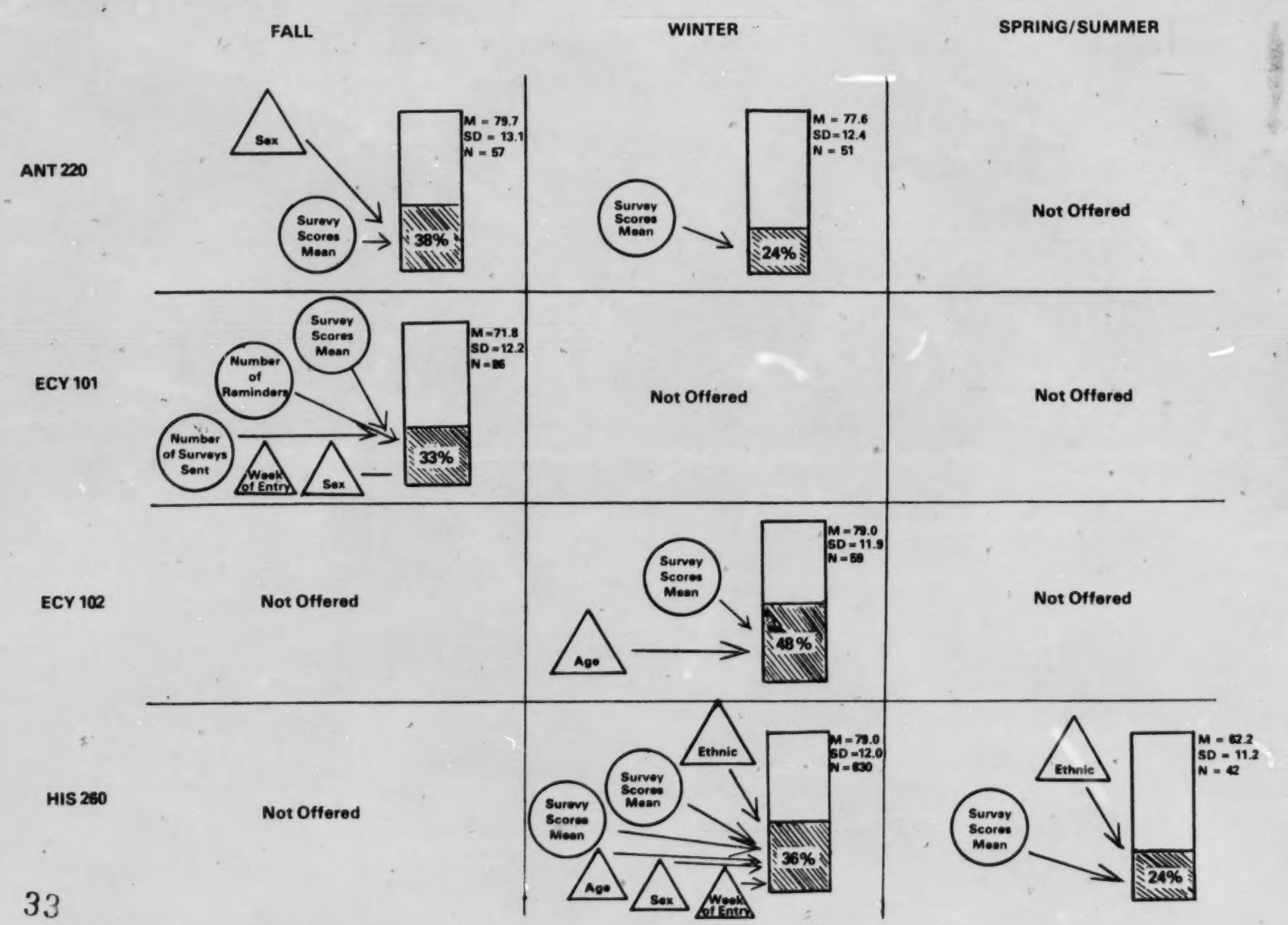
Multiple regression analysis was applied in an attempt to answer these questions. This particular application permits the most significant independent variable to enter the analysis at each step. The independent variables considered were sex, age, week of entry, number of surveys sent, survey scores mean, and number of reminders sent to students to send the surveys. In the case of the "African Roots in American Soil" course, ethnicity was also considered since there was an appreciable size of black enrollment (37%) in this course. Please see Appendix G for the results of the step by step multiple regression analysis.

Figure 4 illustrates the results obtained from the multiple regression analysis. The information presented in Figure 4 is explained below with one example:

> For ANT 220, in the Fall Term, 38% of the differences in the examination scores (shaded segment) was explained by the independent variables considered (sex, age, etc., etc.). This means that the currently available information about the students does not account for 62% of the differences in the examination score. Among all these variables, only sex and survey scores mean proved to have significant predicting potential for ANT 220.

It is clearly seen from Figure 4 that the explained variance changed from one course to another and from term to term. Available data for the students included in the analysis (only those students who had taken both the midterm and final examinations) did not indicate any appreciable difference. (Please see Appendix H.) Continued efforts along this line of research may reveal some pattern in the future.

The amounts of unexplained variance in all instances, however, point out a new dimension for consideration in the Open College's instructional program, namely, the untapped sources of information about the students, such as grade expectation, learning styles, reading levels, study habits, familiarity in answering multiple-choice questions, etc. If these types of information increase the explained variance and thereby the predictability of success, then the instructional program can be modified to meet the needs of students who differ in these types of information.



33

Figure 4 - TOTAL VARIANCE EXPLAINED IN COMBINED EXAMINATION PERCENT SCORE AND SIGNIFICANT PREDICTING FACTORS BY COURSE BY TERM IN 1976-77

34

19

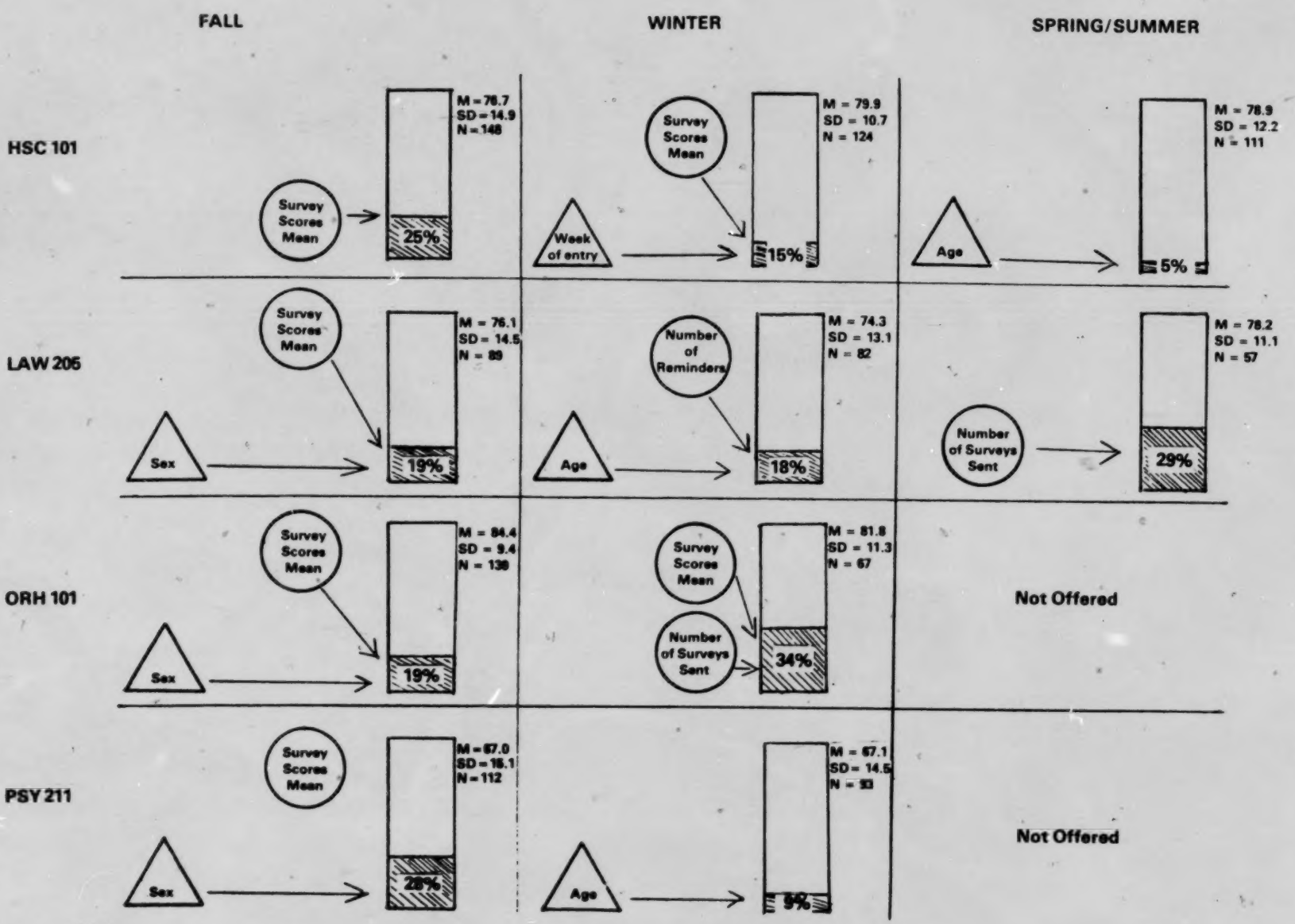


Figure 4 (continued)

Appendix A

EXAMPLE OF RSVP SURVEY AND RSVP FEEDBACK LETTER

HUM 204 CLASSIC THEATRE

SURVEY NUMBER 2

Dr. Thelma Altshuler
Instructor

DIRECTOR - The chief interpretive artist in a production. In charge of all non-verbal language in a play. The director analyzes the test and decides the scheme of production, works with actors and designers who actually execute the production following guidelines set by the director.

FRAME - A single photograph in a strip of motion picture film. Also the perimeter of the picture plane of a dramatic presentation, i.e. the frame of your T.V. may be 17", 19" or 24", measured diagonally.

HOUSE - The portion of the theatre where the patrons sit.

MIRACLE PLAYS - Dramatizations of the lives and works of saints. A popular form of medieval theatre.

MACBETH

1. Which of the following is the sort of critical remark appropriate to those who understand the Introduction at the beginning of this book?

    1. Macbeth is silly because nobody speaks in verse.
    2. It really doesn't matter whether Macbeth was weaker than his wife.
    3. Lady Macduff is a more sympathetic character than Lady Macbeth.
    4. Scotland would have been better off with democratic elections instead of royal succession via inheritance.
    5. Any play with witches in it is too superstitious to be classified as tragedy.

2. The theme of "False Faces" in Macbeth is more readily carried out in a television film production than in a stage play because of:

    1. the camera's ability to shoot at an angle.
    2. the lighting director's ability to create highlight and shadow.
    3. the camera's ability to frame a close-up.
    4. the playwright's ability to write subtle dialogue for television.
    5. not sure of answer

3. Shakespeare's story of Macbeth was:

    1. written in response to royal command and hastily put together.
    2. rewritten many times and carefully prepared after preliminary stagings before a preview audience.
    3. an original creation, evidence of Shakespeare's mastery of plot invention.
    4. a duplicate of a story in Holinshed's Chronicles.
    5. the retelling of a contemporary news item.

4. Which of the following is not present in Macbeth?

    1. assassination to achieve power
    2. concern about sex roles within marriage
    3. guilty brooding over past deeds
    4. community participation in government decision making
    5. misplaced trust in unworthy individuals

22

5. In general, the character of Macbeth is least described as:

   1. ambitions about his own rank.
   2. serene and accepting of fate, so long as it happens without his help.
   3. concerned about the opinion of his wife.
   4. an excellent fighter on the battlefield.
   5. thoughtful and contemplative about the meaning of life.

6. In the Classic Theatre production, the part of the Third Murderer is played by:

   1. Seyton, Macbeth's loyal servant.
   2. Fleance, who first kills and then flees.
   3. Macbeth himself, in order to assure that the bloody deed is done as commanded.
   4. Banquo, who reluctantly joins out of loyalty to his old comrade.
   5. one of the witches, assisting in the outcome of prophecy.

7. The director of Macbeth more than likely chose to shoot the production within the confines of a studio as opposed to location shooting because:

   1. he can control the environment of the play more readily in a studio.
   2. studio shooting is very inexpensive.
   3. the play was not written to be performed under open skies.
   4. all scenes in the television adaptation were interiors.
   5. all of the above are false, since the production was shot on location in the Scottish Moors.

8. The shift in rank which elevated Macbeth above Banquo was shown in the Classic Theatre production by:

   1. photographing Macbeth in light and Banquo in darkness.
   2. altering the accent of Macbeth to a purer form of English than that of his comrade.
   3. using camera angles to put Banquo in a lower position.
   4. shooting Banquo in close-up and Macbeth in medium shots.
   5. accompanying Macbeth's movements by appropriate background music, while remaining silent for Banquo.

9. "A little water clears us of this deed" was said by:

   1. a character who began by being matter-of-fact about murder, but who eventually went mad with remorse.
   2. a character who tried to be brave but was actually terrified.
   3. a Machiavellian schemer who committed seven murders in the course of a very bloody play.
   4. a husband who tried to reassure his wife that the action taken had been necessary.
   5. a supernatural being who predicts the future.

10. Macbeth had misgivings about killing the King. Which of the following was not one of them?

    1. Duncan was a good king.
    2. Duncan and Macbeth were related to each other.
    3. Duncan was Macbeth's guest.
    4. The people of Scotland would be so angry at the death of their king, they would seek revenge.
    5. The killing would set a dangerous precedent for other murders to depose kings.

11. "Birnam Wood," "none of woman born," "Beware Macduff," all have in common which of the following?

    1. All are part of the witches' prophecies.
    2. All are part of Lady Macbeth's nightmares.
    3. All are part of the exposition in Act I.
    4. All are introduced into the play by Ross as he reports offstage action.
    5. All are pieces of advice given to Macbeth by Banquo.

12. Bryan Shaw is accused of having erred in staging the initial entrance of the witches in the Stratford Production of Macbeth because the audience was so taken in by the trick that they ignored the content of the witches scene. In our television production of Macbeth the sudden appearance of Banquo's ghost and the disappearance of the witches is less disturbing to the viewer because:

    1. the way the trick was worked at Stratford was obvious.
    2. characters appear and disappear on television all the time.
    3. we immediately see the witches and Banquo in a close up following the trick.
    4. the volume of the sound track is great enough to turn our minds back to the play.
    5. on T.V. the tricks occur in a blackout.

13. In one portion of Macbeth there is a prediction by the witches about the succession of Banquo's descendants to the throne followed by the succession of the descendants of King James. This inclusion was probably:

    1. a fictional addition to the material furnished by Holinshed's Chronicles.
    2. an act of political expediency by Shakespeare, who wanted to flatter his own monarch.
    3. an important element without which the plot would have been severely damaged.
    4. a tribute to the Tudor Queen Elizabeth, and insult to the Stuart line.
    5. something added by those who amended the play after the death of Shakespeare, and therefore considered very questionable by critics.

14. Macbeth employs a number of dramatic techniques customarily used by Shakespeare. They include all but one of the following. Which is it?

1. an exciting opening scene to attract the attention of the audience
2. supernatural creatures believed in literally by many in Shakespeare's audience
3. physical action, including fighting in front of the audience
4. a strong comic sub-plot to amuse the less literate members of the audience
5. solo speeches by characters revealing their innermost thoughts

15. Violent actions in Macbeth are:

1. talked about in the abstract, but do not occur.
2. events reported by a Messenger as having occurred elsewhere.
3. made pleasant and remote by lovely language.
4. visible to the audience and meant to thrill.
5. part of a religious sacrifice to the gods.

MIAMI-CADE
COMMUNITY COLLEGE
OPEN COLLEGE
FEB. 22, 1977

-- R S V P --
SURVEY TWO

HUM 204
WINTER 762

THANK YOU FOR SUBMITTING SURVEY #2. CHALK UP TWO MORE POINTS ON YOUR SCORE CARD.

PLEASE CHECK YOUR MDCC ACTIVITIES SCHEDULE AND NOTE YOUR NEXT ASSIGNMENT. WE LOOK FORWARD TO RECEIVING YOUR NEXT SURVEY.

ENCLOSED IS AN ANSWER KEY FOR YOUR SURVEY. FOR EACH INCORRECT OR "NOT SURE OF ANSWER" RESPONSE, A PRESCRIPTION OR EXPLANATION OF THE CORRECT ANSWER IS SUPPLIED. IF THESE PRESCRIPTIONS ARE NOT CLEAR PLEASE CALL ME.

YOUR ANSWERS AND CORRECT ANSWERS:

ITEM NUM	CORR ANS	YOUR ANS	ITEM NUM	CORR ANS	YOUR ANS	ITEM NUM	CORR ANS	YOUR ANS	ITEM NUM	CORR ANS	YOUR ANS
1	3	2	5	2	1	9	1	4	13	2	2
2	3	3	6	1	3	10	4	1	14	4	4
3	1	2	7	1	1	11	1	1	15	1	2
4	4	1	8	3	2	12	2	3			

PRESCRIPTIONS

1. THE CRITICAL VIEWER ACCEPTS VERSE DIALOGUE, HISTORICAL FACT, AND IMAGINATIVE CONTENT SUCH AS WITCHES IMPORTANCE TO THE PLOT. "SYMPATHETIC" AND "UNSYMPATHETIC" CHARACTERS ARE MATTERS CONCERNING PLAYWRIGHT'S PRESENTATION AND AUDIENCE RESPONSE, AND ARE THEREFORE APPROPRIATE.

3. ACCORDING TO THE STUDY GUIDE, "MACBETH" WAS WRITTEN HASTILY, IN RESPONSE TO ROYAL COMMAND. THOUGH SHAKESPEARE DID USUALLY DEPEND ON AN EARLIER SOURCE, "HOLINSHED'S CHRONICLES," HE DID NOT WRITE A DUPLICATE. MUCH SHAKESPEAREAN SCHOLARSHIP COMPARES TO THE SOURCE FOR A PLAY WITH CHANGES (USUALLY IMPROVEMENTS) MADE BY SHAKESPEARE. ORIGINALITY WAS LESS PRIZED BY HIS CONTEMPORARIES THAN IT IS NOW. "MACBETH" COULD HARDLY BE "THE RETELLING OF A CONTEMPORARY NEWS ITEM," AS IN ANSWER 5; BANQUO, WHO IS MADE HEROIC IN SHAKESPEARE'S VERSION OF THE EVENTS, WAS AN ANCESTOR OF KING JAMES I, WHO WAS THE SON OF MARY OF SCOTLAND.

4. ALL THE ANSWERS LISTED ARE PRESENT WITH THE EXCEPTION OF COMMUNITY PARTICIPATION. THERE SEEMED TO BE LITTLE REGARD FOR THE OPINIONS OF THE KING'S SUBJECT. IF ANY LOWBORN SCOT QUESTIONED THE TRANSFER OF GOVERNMENT THROUGH ASSASSINATION, HE DID NOT COME FORWARD TO CHALLENGE THE NEW LEADERSHIP. ANSWER 2 INVOLVES "SEX ROLES," WHICH ARE PRESENT FROM THE MOMENT LADY MACBETH FIRST HEARS THE WITCHES' PREDICTIONS AND WORRIES ABOUT HER HUSBAND'S ABILITY TO ACT WITH STRENGTH. BOTH SHE AND MACBETH TALK ABOUT

THEIR OWN REGRETS IN HAVING MURDERED THE KING, THOUGH SHE IS INCREASINGLY PREOCCUPIED WITH GUILT AFTER SUCH A PURPOSEFUL BEGINNING. AS FOR ANSWER 5, THE KING MADE A SERIOUS MISTAKE IN TRUSTING BOTH MACBETH AND HIS LADY AND IN BEING SO MUCH IMPRESSED BY THEIR HOSPITALITY.

5. IF MACBETH HAD SERENELY ACCEPTED FATE, THERE WOULD HAVE BEEN NO PLAY. THERE IS EVIDENCE FOR HIS AMBITION; MILITARY ABILITY, CONCERN FOR WIFE'S OPINION AND CONTEMPLATION OF LIFE'S MEANING, ("TOMORROW AND TOMORROW," FOR INSTANCE).

6. ALTHOUGH THE DEPICTION OF THE THIRD MURDERER IS OPEN TO INTERPRETATION BY THOSE IN CHARGE OF THE PRODUCTION, IT IS MACBETH'S SERVANT IN THE VERSION YOU HAVE SEEN. DISCUSSION OF VARIATIONS IN THIS PART MAY BE FOUND IN THE STUDY GUIDE.

8. THE USE OF CAMERA ANGLES TO INDICATE MACBETH'S SUPERIOR POSITION IS DISCUSSED IN THE STUDY GUIDE. THOUGH ACCENTS MAY SOMETIMES BE USED TO DELINEATE THE HIGHBORN, NO SUCH DISTINCTION IS MADE BETWEEN THE EQUALLY NOBLE MACBETH AND BANQUO.

9. ANSWER #1 REFERS TO LADY MACBETH, WHO IS QUITE CONCERNED WITH GETTING HER HANDS CLEAN, AS SHE KEEPS SEEING BLOOD THROUGHOUT THE PLAY--THIS FROM A WOMAN WHO ENCOURAGED THE MURDER FROM THE MOMENT SHE HEARD OF THE POSSIBILITY OF ELEVATING HER HUSBAND TO THE MONARCHY.

10. MACBETH CONSIDERS ALL OF THE ANSWERS EXCEPT 4. HE KNEW THAT THE KING WAS GOOD, WAS A RELATIVE, AND WAS HIS GUEST. TO KILL WOULD BE TO VIOLATE ALL RULES OF HOSPITALITY, AND WOULD SET DANGEROUS PRECEDENT, ENCOURAGING HIS OWN ASSASSINATION ONCE HE SUCCEEDED DUNCAN. BUT, AS IN QUESTION 4, HE DID NOT WORRY ABOUT THE ORDINARY PEOPLE OF SCOTLAND.

12. PART OF THE CONVENTION OF TELEVISION IS THE USE OF DISSOLVES, SUPERS AND CUTS. WE ARE USED TO SEEING THESE. IN FACT, WE EXPECT SUCH VISUAL TRICKERY AS PART OF THE MEDIUM. WHEN SIMILAR EFFECTS ARE EMPLOYED ON STAGE, WE ARE WATCHING THE PLAY LIVE, AND LIVE PEOPLE JUST DON'T VANISH. WE TEND, THEREFORE, TO FOCUS ON HOW THE EFFECT WAS CREATED RATHER THAN THE CONTENT THE TRICK IS TO ENHANCE. STAGE CONVENTION DIFFERS IN MANY WAYS FROM SCREEN CONVENTION. A VARIANCE FROM CONVENTION TENDS TO STRETCH OUR WILLING SUSPENSION OF DISBELIEF. THE STRATFORD PRODUCTION IS DESCRIBED IN DETAIL IN YOUR BOOK OF READINGS. SEE "THE TRAGIC CURVE."

15. ALTHOUGH CHOICES 1 THROUGH 5 ARE CORRECT FOR THIS PARTICULAR PRODUCTION OF MACBETH, PLEASE BEAR IN MIND THAT THE OPPOSITE CHOICES MAY BE BEST FOR ANOTHER PRODUCTION. THE DIRECTOR INTERPRETS THE TEXT. A PROPER DESIGN IS ONE WHICH COMMUNICATES THE STYLISTIC CHOICES OF THE DIRECTOR AND DESIGNERS TO THE AUDIENCE IN ORDER TO CLARIFY AND ENHANCE THE TEXT AS INTERPRETED BY THE DIRECTOR.

DO NOT BE OVERLY CONCERNED IF YOU MISSED MARKING THE CORRECT ANSWERS ON THE SURVEY. DO MAKE SURE, HOWEVER, THAT YOU UNDERSTAND THE PRESCRIPTIONS.

PRESENTLY WE HAVE SURVEY(S) ONE, TWO, RECORDED FOR YOU. EACH SURVEY IS WORTH 2 POINTS ON YOUR FINAL SCORE.

SINCERELY,
THELMA ALTSHULER
COURSE INSTRUCTOR
HUM 204

MIAMI-DADE
COMMUNITY COLLEGE
OPEN COLLEGE
FEB. 22, 1977

-- R S V P --
SURVEY TWO

HUM 204
WINTER 762

THANK YOU FOR SUBMITTING SURVEY #2. CHALK UP TWO MORE POINTS ON YOUR SCORE CARD.

PLEASE CHECK YOUR MDCC ACTIVITIES SCHEDULE AND NOTE YOUR NEXT ASSIGNMENT. WE LOOK FORWARD TO RECEIVING YOUR NEXT SURVEY.

ENCLOSED IS AN ANSWER KEY FOR YOUR SURVEY. FOR EACH INCORRECT OR "NOT SURE OF ANSWER" RESPONSE, A PRESCRIPTION OR EXPLANATION OF THE CORRECT ANSWER IS SUPPLIED. IF THESE PRESCRIPTIONS ARE NOT CLEAR PLEASE CALL ME.

YOUR ANSWERS AND CORRECT ANSWERS:

ITEM NUM	CORR ANS	YOUR ANS	ITEM NUM	CORR ANS	YOUR ANS	ITEM NUM	CORR ANS	YOUR ANS	ITEM NUM	CORR ANS	YOUR ANS
1	3	4	5	2	4	9	1	1	13	2	4
2	3	1	6	1	3	10	4	1	14	4	2
3	1	2	7	1	2	11	1	3	15	1	4
4	4	1	8	3	1	12	2	4			

PRESCRIPTIONS

1. THE CRITICAL VIEWER ACCEPTS VERSE DIALOGUE, HISTORICAL FACT, AND IMAGINATIVE CONTENT SUCH AS WITCHES IMPORTANCE TO THE PLOT. "SYMPATHETIC" AND "UNSYMPATHETIC" CHARACTERS ARE MATTERS CONCERNING PLAYWRIGHT'S PRESENTATION AND AUDIENCE RESPONSE, AND ARE THEREFORE APPROPRIATE.
2. ONE LUXURY AFFORDED THE FILM OR TELEVISION DIRECTOR IS THE ABILITY TO TOTALLY CONTROL THE FOCUS AND FRAMING OF WHAT WE THE AUDIENCE SEE. BY UTILIZING A CLOSE-UP AND FILLING THE FRAME OF THE PICTURE WITH THE FACE OR FACES OF THE CHARACTERS WE HAVE NO CHOICE BUT TO WITNESS THE SUBTLE EXPRESSIONS OF THE ACTORS. IN A STAGE PERFORMANCE OUR FRAME IS CONSTANT. SUBTLETIES OF FACIAL EXPRESSION MAY BE LOST TO THOSE IN THE BACK ROWS. THE STAGE DIRECTOR, THEREFORE, WORKS WITH LARGER MOVEMENTS TO CONVEY IMAGERY.
3. ACCORDING TO THE STUDY GUIDE, "MACBETH" WAS WRITTEN HASTILY, IN RESPONSE TO ROYAL COMMAND. THOUGH SHAKESPEARE DID USUALLY DEPEND ON AN EARLIER SOURCE, "HOLINSHED'S CHRONICLES," HE DID NOT WRITE A DUPLICATE. MUCH SHAKESPEAREAN SCHOLARSHIP COMPARES TO THE SOURCE FOR A PLAY WITH CHANGES (USUALLY IMPROVEMENTS) MADE BY SHAKESPEARE. ORIGINALITY WAS LESS PRIZED BY HIS CONTEMPORARIES THAN IT IS NOW. "MACBETH" COULD HARDLY BE "THE RETELLING OF A CONTEMPORARY NEWS ITEM," AS IN ANSWER 5; BANQUO, WHO IS MADE HEROIC IN SHAKESPEARE'S VERSION OF THE EVENTS, WAS AN ANCESTOR OF KING JAMES I, WHO WAS THE SON OF MARY OF SCOTLAND.

4. ALL THE ANSWERS LISTED ARE PRESENT WITH THE EXCEPTION OF COMMUNITY PARTICIPATION. THERE SEEMED TO BE LITTLE REGARD FOR THE OPINIONS OF THE KING'S SUBJECT. IF ANY LOWBORN SCOT QUESTIONED THE TRANSFER OF GOVERNMENT THROUGH ASSASSINATION, HE DID NOT COME FORWARD TO CHALLENGE THE NEW LEADERSHIP. ANSWER 2 INVOLVES "SEX ROLES," WHICH ARE PRESENT FROM THE MOMENT LADY MACBETH FIRST HEARS THE WITCHES' PREDICTIONS AND WORRIES ABOUT HER HUSBAND'S ABILITY TO ACT WITH STRENGTH. BOTH SHE AND MACBETH TALK ABOUT THEIR OWN REGRETS IN HAVING MURDERED THE KING, THOUGH SHE IS INCREASINGLY PREOCCUPIED WITH GUILT AFTER SUCH A PURPOSEFUL BEGINNING. AS FOR ANSWER 5, THE KING MADE A SERIOUS MISTAKE IN TRUSTING BOTH MACBETH AND HIS LADY AND IN BEING SO MUCH IMPRESSED BY THEIR HOSPITALITY.

5. IF MACBETH HAD SERENELY ACCEPTED FATE, THERE WOULD HAVE BEEN NO PLAY. THERE IS EVIDENCE FOR HIS AMBITION; MILITARY ABILITY, CONCERN FOR WIFE'S OPINION AND CONTEMPLATION OF LIFE'S MEANING, ("TOMORROW AND TOMORROW," FOR INSTANCE).

6. ALTHOUGH THE DEPICTION OF THE THIRD MURDERER IS OPEN TO INTERPRETATION BY THOSE IN CHARGE OF THE PRODUCTION, IT IS MACBETH'S SERVANT IN THE VERSION YOU HAVE SEEN. DISCUSSION OF VARIATIONS IN THIS PART MAY BE FOUND IN THE STUDY GUIDE.

7. THE DIRECTOR ELECTED TO MAKE GREAT USE OF LIGHTING TO CONTROL THE MOOD OF THE PLAY. (SEE THE STUDY GUIDE FOR NOTES ON LIGHT PLOT). IT IS MUCH EASIER TO CONTROL LIGHT WITHIN A STUDIO THAN COPE WITH NATURAL SUNLIGHT. IMAGINE TRYING TO FIND A LOCALE AND A NATURAL LIGHTING SET UP WHICH COULD DUPLICATE THE EERIE MOOD OF THE WITCHES' SCENE OR MACBETH'S DEATH SCENE. THIS IS NOT IMPLYING THAT IF THESE SCENES WERE SHOT ON LOCATION THEY WOULD BE INEFFECTIVE. THEY CERTAINLY WOULD BE DIFFERENT. THE CHOICE OF STUDIO CONTROL WAS DELIBERATE. PLEASE KEEP IN MIND THAT THE DIRECTOR'S APPROACH LARGELY CONTROLS WHAT YOU SEE. SINCE SHOOTING WITHIN A STUDIO REQUIRES SET CONSTRUCTION AND A HIGHLY SOPHISTICATED LIGHTING CONTROL SYSTE, STUDIO SHOOTING IS FAR FROM BEING INEXPENSIVE. SHAKESPEARE, BY THE WAY, WROTE FOR AN OPEN AIR THEATRE (SEE STUDY GUIDE). IF YOU ANSWERED 4 OR 5, YOU WERE EITHER TUNED TO THE WRONG CHANNEL ON THURSDAY NIGHT, OR YOUR TELEVISION TUNER IS OUT OF ADJUSTMENT.

8. THE USE OF CAMERA ANGLES TO INDICATE MACBETH'S SUPERIOR POSITION IS DISCUSSED IN THE STUDY GUIDE. THOUGH ACCENTS MAY SOMETIMES BE USED TO DELINEATE THE HIGHBORN, NO SUCH DISTINCTION IS MADE BETWEEN THE EQUALLY NOBLE MACBETH AND BANQUO.

10. MACBETH CONSIDERS ALL OF THE ANSWERS EXCEPT 4. HE KNEW THAT THE KING WAS GOOD, WAS A RELATIVE, AND WAS HIS GUEST. TO KILL WOULD BE TO VIOLATE ALL RULES OF HOSPITALITY, AND WOULD SET DANGEROUS PRECEDENT, ENCOURAGING HIS OWN ASSASSINATION ONCE HE SUCCEEDED DUNCAN. BUT, AS IN QUESTION 4, HE DID NOT WORRY ABOUT THE ORDINARY PEOPLE OF SCOTLAND.

11. THE WITCHES MENTIONED ALL THE ITEMS, THOUGH MACBETH WAS NOT ABLE TO USE ANY OF THE PREDICTIONS TO HIS OWN ADVANTAGE. LADY MACBETH'S NIGHTMARES CONCERN HER OWN GUILT, RATHER THAN THE FUTURE. EXPOSITION IN ACT I INTRODUCES THE MAIN CHARACTERS, REASON FOR MACBETH'S ELEVATION TO THANE OF CAWDOR, AND PLAUSIBLE EXPLANATION FOR THE KING'S VISIT, AS WELL AS THE FIRST MEETING WITH THE WEIRD SISTERS. OFFSTAGE ACTION USUALLY CONCERNS BATTLES AND ESCAPES. BANQUO'S ADVICE TO MACBETH WAS TO DISTRUST WITCHES' MESSAGES, BUT IF MACBETH HAD TAKEN THE ADVICE THERE WOULD HAVE BEEN A VERY DIFFERENT PLAY.

12. PART OF THE CONVENTION OF TELEVISION IS THE USE OF DISSOLVES, SUPERS AND CUTS. WE ARE USED TO SEEING THESE. IN FACT, WE EXPECT SUCH VISUAL TRICKERY AS PART OF THE MEDIUM. WHEN SIMILAR EFFECTS ARE EMPLOYED ON STAGE, WE ARE WATCHING THE PLAY LIVE, AND LIVE PEOPLE JUST DON'T VANISH. WE TEND, THEREFORE, TO FOCUS ON HOW THE EFFECT WAS CREATED RATHER THAN THE CONTENT THE TRICK IS TO ENHANCE. STAGE CONVENTION DIFFERS IN MANY WAYS FROM SCREEN CONVENTION. A VARIANCE FROM CONVENTION TENDS TO STRETCH OUR WILLING SUSPENSION OF DISBELIEF. THE STRATFORD PRODUCTION IS DESCRIBED IN DETAIL IN YOUR BOOK OF READINGS. SEE "THE TRAGIC CURVE."
13. PLAYWRIGHTS OF EVERY AGE HAVE HAD TO BE AWARE OF SOCIAL AND POLITICAL PRESSURE. SHAKESPEARE WAS NO EXCEPTION.
14. THERE IS NO SUB-PLOT IN MACBETH. THE ENTIRE PLAY DEALS WITH THE RISE AND FALL OF THE MAIN CHARACTER AND HIS FAMILY.
15. ALTHOUGH CHOICES 1 THROUGH 5 ARE CORRECT FOR THIS PARTICULAR PRODUCTION OF MACBETH, PLEASE BEAR IN MIND THAT THE OPPOSITE CHOICES MAY BE BEST FOR ANOTHER PRODUCTION. THE DIRECTOR INTERPRETS THE TEXT. A PROPER DESIGN IS ONE WHICH COMMUNICATES THE STYLISTIC CHOICES OF THE DIRECTOR AND DESIGNERS TO THE AUDIENCE IN ORDER TO CLARIFY AND ENHANCE THE TEXT AS INTERPRETED BY THE DIRECTOR.

DO NOT BE OVERLY CONCERNED IF YOU MISSED MARKING THE CORRECT ANSWERS ON THE SURVEY. DO MAKE SURE, HOWEVER, THAT YOU UNDERSTAND THE PRESCRIPTIONS.

PRESENTLY WE HAVE SURVEY(S) ONE, TWO, RECORDED FOR YOU. EACH SURVEY IS WORTH 2 POINTS ON YOUR FINAL SCORE.

SINCERELY,
THELMA ALTSHULER
COURSE INSTRUCTOR
HUM 204

Appendix B

EXAMPLE OF RSVP FEEDBACK LETTER FOR ENG 120

MIAMI-DADE
COMMUNITY COLLEGE

----R S V P---- ENG-120

Writing Assignment One
Winter 76-2

The prescriptions which follow have been generated in respect to your written, mail-in assignments. Give them careful consideration. Specific references will correlate with correctional symbols inscribed on your compositions by your writing consultant (also keyed inside the front cover of the Prentice Hall Handbook for Writers).

If no specific prescriptions follow, your writing consultant did not feel that they were warranted in connection with your performance on this particular assignment.

---------- "SUBORDINATE PHRASES AND CLAUSES" ----------

Sad, perhaps, but true -- you do need to know how a sentence is put together in order to punctuate it. Sometimes you can go by the "sense" that a pause in a sentence calls for a comma. Most of the time to be sure you have to know the specifics of sentence structure. Section 21 of your handbook gives you a good review of subordinate phrases and clauses. Confusion in this area led to a problem on your paper (See "INT P").

---------- "SPELLING" ----------

There are misspelled words in your assignment ("SP"). Since spelling is a large and complex, concern, it is virtually impossible to suggest specific remedies in this letter. See Section 44, page 389-402 in your Prentice Hall Handbook for Writers. Work the exercises and be more carefull in the future.

Please retain these prescription letters for future reference.

It is hoped that the above prescriptions will provide direction in your effort to improve your communication skills. Remember timely submission of your written assignments makes it possible for us to return prescriptions promptly.

Our records indicate that your course work is complete at this time. Your punctuality is appreciated.

Your performance in English 120 has been above average to date. You're doing a fine job. Keep it up.

Your grade for this assignment is B.

Appendix C

SUMMARY ON STUDENTS BY COURSE

1976-77

Data presented separately for the three terms
Fall, Winter and Spring/summer

SUMMARY ON STUDENTS BY COURSE IN OPEN COLLEGE

FALL, 1976-77 (76-1)

	ANT 220		ECY 101		ECY 104		HSC 101		LAW 205		LAW 206		MATH 201		ORH 101		PSY 211		TOTAL	
Number of Students Entered on RSVP Files	108		157		97		266		169		63		201		198		221		1480	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Home Campus																				
North	29	27	45	29	1	1	44	16	50	30	22	35	59	29	65	33	71	32	386	26
South	70	65	104	66	13	13	199	75	107	63	34	54	120	60	123	62	122	55	892	60
Downtown	9	8	8	5	83	86	23	9	12	7	7	11	22	11	10	5	28	13	202	14
Sex																				
Males	38	35	76	48	36	37	119	45	86	51	27	43	60	30	68	34	85	39	595	40
Females	70	65	81	52	61	63	147	55	78	46	36	57	141	70	130	66	136	62	880	60
Age in Years																				
17 years of less	-		-		1		-		-		-		-		-		-		1	0
18 - 22 years	26	24	44	28	23	24	97	36	42	25	-	29	58	12	23	26	58		371	25
23 - 29 years	28	26	42	27	17	18	82	31	53	31	11	18	62	31	42	21	81	37	418	28
30 - 39 years	32	29	38	24	31	32	61	23	42	25	19	30	52	26	71	36	45	21	391	26
40 - 49 years	15	14	20	13	15	15	15	6	17	10	19	30	20	10	26	13	25	11	172	12
50 - 59 years	4	4	6	4	8	8	7	2	6	4	9	14	9	4	27	14	9	4	85	6
60 - 67 years	1	1	5	3	2	2	2	1	3	1	5	8	-	-	8	4	3	1	29	2
Not given	2	2	2	1	-	-	2	1	6	4	-	-	-	-	1	-	-	-	13	1

Data Source: RSVP Files
Date of Update: January 11, 1977

	ANT 220		ECY 101		ECY 104		HSC 101		LAW 205		LAW 206		MATH 201		ORH 101		PSY 211		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Week of Entry																				
Before classes started	46	43	67	43	66	68	123	46	66	39	36	57	95	47	58	29	81	37	638	44
1st wk. of class	14	13	22	14	5	5	36	14	20	12	9	14	17	9	19	10	18	8	160	11
2nd wk. of class	13	12	24	15	7	7	49	18	24	14	8	13	29	14	23	12	40	18	217	15
3rd wk. of class	9	8	17	11	8	9	10	4	17	10	2	3	23	11	49	25	20	9	155	11
4th wk. of class	3	3	5	3	5	5	5	2	3	2	1	2	10	5	12	6	4	2	48	4
5th wk. of class	7	7	9	6	2	2	13	5	15	9	4	6	9	5	11	5	20	9	90	6
6th wk. of class	8	7	3	2	1	1	11	4	12	7	1	2	10	5	10	5	22	10	78	6
7-13 wk of class	8	7	10	6	3	3	19	7	12	7	2	3	8	4	16	8	16	7	94	7

	ANT 220		ECY 101		ECY 104		HSC 101		LAW 205		LAW 206		MATH 201		ORH 101		PSY 211		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Drop Status																				
Administrative[1] Withdrawal	5	5	23	15	19	20	19	7	10	6	4	6	17	9	7	4	10	5	114	8
Complete[2] Withdrawal	7	6	9	6	1	1	13	5	6	4	1	2	7	4	9	5	15	7	68	5
Withdrawal from[3] Course	19	18	14	9	38	39	37	14	21	12	8	13	47	23	16	8	27	12	227	16

1. Withdrawal from course with 100% refund.
2. Withdrawal from institution with or without 100% refund.
3. Withdrawal from course with no refund.

Week of Withdrawal	ANT 220		ECY 101		ECY 104		HSC 101		LAW 205		LAW 206		MATH 201		ORH 101		PSY 211		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1st Wk. of class	2	2	10	6			8	3	3	2	1	2	5	3	4	2	8	4	41	3
2nd Wk. of class	4	4	7	5			4	2	1	1	2	3	8	4	2	1	2	1	30	2
3rd Wk. of class							3	1	1	1		-	1	1	1	1		-	6	1
4th Wk. of class			1	1			1	-		-	1	2	3	2		-	2	1	8	1
5th Wk. of class	1	1	1	1				-		-		-	1	1	1	1	2	1	6	1
6th Wk. of class	1	1	2	1			2	1		-		-	5	3	3	2	1	1	14	1
7th Wk. of class	2	2	1	1			6	2	2	1		-	2	-		-	5	2	18	2
8th Wk. of class	3	3		-			1	-	2	1	2	3	2	1	2	1	2	1	14	1
9th Wk. of class	2	2	1	1			6	2	1	1	1	2	1	1	2	1	3	1	17	2
10th Wk. of class	1	1	3	2			2	1	3	2	1	2	6	3	5	3	5	2	26	2
11th Wk. of class			1	1			3	1	2	1		-	3	2		-	2	1	11	1
12th Wk. of class	3	3	4	3			9	3	7	4		-	9	5	2	1	8	4	42	3
13th Wk. of class	9	8	8	5			11	4	7	4	2	3	17	9	8	4	9	4	71	5
14th Wk. of class		-		-				-		-	1	2	2	1		-	3	1	6	1
15th Wk. of class		-		-				-	1	1		-		-		-		-	1	0
16th Wk. of class	1	1		-			1	-	2	1		-		-		-		-	4	1

SUMMARY ON STUDENTS BY COURSE IN OPEN COLLEGE
WINTER 1976-77 (76-2)

	AKT 220		ECY 102		EIM 290		ENG 120		HIS 260		HSC 101		HUM 204		LAW 205		LAW 206		MAT 201		ORH 101		PSY 211		TOTAL	
Number of Students Entered on RSVP files	93		117		32		178		1221		221		76		139		81		198		114		200		2670	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Home Campus	20	21	33	28	11	34	62	35	535	44	44	20	32	42	41	29	16	20	60	30	41	36	62	31	957	36
North	52	56	66	57	13	41	92	52	503	41	163	74	31	41	68	49	51	63	108	55	50	44	108	54	1305	49
South	21	23	18	15	8	25	24	14	183	15	14	6	13	17	30	22	14	17	30	15	23	20	30	15	408	15
New World Center																										
Sex																										
Males	24	26	53	45	16	50	69	39	379	31	101	46	28	37	75	54	44	54	83	42	45	40	61	31	978	37
Females	69	74	64	55	16	50	109	61	842	69	120	54	48	62	64	46	37	46	115	58	69	60	139	69	1692	63
Age in Years																										
17 years or less	-	-	-	-	-	-	3	2	56	5	-	-	-	-	-	-	-	-	11	6	-	-	1	-	71	3
18 - 22 years	36	39	40	34	10	31	42	14	216	18	86	39	23	30	47	34	25	31	60	30	23	20	87	44	695	26
23 - 29 years	23	25	34	29	9	28	60	34	275	23	61	28	21	28	41	29	19	23	71	36	34	30	40	20	688	26
30 - 39 years	18	19	27	23	6	19	46	26	335	27	42	19	13	17	34	24	19	23	35	18	29	25	47	24	651	24
40 - 49 years	7	7	10	9	5	16	15	8	191	16	23	10	7	9	15	11	11	14	13	7	11	10	17	9	325	12
50 - 59 years	4	4	3	2	1	3	9	5	125	10	7	3	9	12	1	-	6	7	7	3	14	12	6	3	192	7
60 years or more	4	4	3	2	1	3	3	2	18	1	2	1	2	3	1	-	1	1	1	-	1	1	1	-	38	1
Not Indicated	1	1	-	-	-	-	-	-	5	-	-	-	1	-	-	-	-	-	-	-	2	2	1	-	10	-
Ethnic Affiliation																										
Whites	63	68	76	65	22	69	111	62	677	55	155	70	52	68	83	60	59	73	123	62	88	77	125	63	1634	61
Blacks	12	13	14	12	4	12	36	20	451	37	22	10	10	13	17	12	6	7	45	23	14	12	37	18	668	25
Others	3	3	6	5	1	3	10	6	-	-	12	5	4	5	14	10	7	9	12	6	3	3	9	4	81	3
Not Indicated	15	16	21	18	5	16	21	12	93	8	32	15	10	13	25	18	9	11	18	9	9	8	29	15	287	11
Hispanic	12	13	13	11	2	6	39	22	81	7	43	20	9	12	35	25	16	20	38	19	8	7	33	16	329	12
Nonhispanic	27	29	36	31	13	41	64	36	734	60	60	27	23	30	36	26	20	25	53	27	48	42	56	28	1170	44
Not Indicated	54	58	68	58	17	53	75	42	406	33	118	53	44	58	68	49	45	55	107	54	58	51	111	56	1171	44
Week of Entry																										
Before classes started	53	57	71	61	10	31	91	51	304	25	125	57	30	40	69	50	56	69	113	57	48	42	109	55	1079	40
1st week of classes	16	17	18	15	9	28	42	24	71	6	49	22	23	30	35	25	11	14	45	23	26	23	50	25	395	15
2nd week of classes	7	8	11	9	6	19	20	11	71	6	14	6	4	5	13	9	6	7	14	7	8	7	18	9	192	7
3rd week of classes	6	6	4	3	2	6	5	3	77	6	11	5	4	5	6	4	3	4	6	3	10	9	5	2	139	5
4th week of classes	5	5	4	3	2	6	6	3	223	18	6	3	4	5	7	5	1	1	8	4	7	6	8	4	281	11
5th week of classes	-	-	4	3	3	9	4	2	142	12	4	2	4	5	3	2	2	2	6	3	7	6	4	2	183	7
6th week of classes	3	3	3	3	-	-	-	-	-	-	5	2	-	-	5	4	1	1	2	1	6	5	3	2	29	1
7 - 13th week of classes	3	3	2	2	-	-	10	5	333	27	7	3	7	9	1	-	1	1	4	2	2	2	3	2	373	14
Drop Status																										
Administrative Withdrawal[1]	11	12	12	10	1	3	12	7	24	2	21	10	7	9	10	7	9	11	14	7	9	8	16	8	146	5
Complete Withdrawal[2]	3	3	5	4	3	9	12	7	52	4	7	3	6	8	5	4	4	5	14	7	7	6	14	7	132	4
Course Withdrawal[3]	12	13	17	15	3	9	28	16	151	12	29	13	12	16	16	12	12	15	34	17	13	11	34	17	361	13
Week of Withdrawal																										
1st week of class	4	4	2	2			6	3	3	-	7	3	2	3	3	2	5	6	8	4	3	3	6	3	49	7
2nd week of class	5	5	1	1	1	3	7	4	3	-	5	2	2	3	2	1	3	4	6	3	-	-	6	3	41	6
3rd week of class	-	-	1	1	-	-	1	-	-	-	-	-	-	-	1	1	-	-	1	-	1	1	-	-	5	0
4th week of class	-	-	1	1	-	-	4	2	3	-	1	-	-	-	1	1	-	-	1	-	-	-	-	-	11	1
5th week of class	-	-	2	2	-	-	2	1	2	-	1	-	-	-	2	1	-	-	1	-	-	-	1	-	11	1
6th week of class	2	2	-	-	-	-	-	-	-	-	-	-	-	-	2	1	-	-	-	-	-	-	3	2	8	1
7th week of class	1	1	1	1	-	-	3	2	17	1	3	1	-	-	2	1	1	1	2	1	2	2	5	3	38	5
8th week of class	-	-	-	-	1	3	-	-	16	1	2	1	1	1	1	1	2	2	3	1	1	1	3	2	27	4
9th week of class	2	2	2	2	-	-	7	4	12	1	5	2	1	1	1	1	2	2	7	4	1	1	3	2	39	6
10th week of class	2	2	4	3	-	-	4	2	30	2	-	-	2	3	2	1	3	4	7	4	4	4	3	2	61	9
11th week of class	2	2	4	3	-	-	4	2	38	3	4	2	4	5	1	1	-	-	7	4	2	2	6	3	72	11
12th week of class	4	4	2	2	1	3	8	5	36	3	9	4	3	4	4	3	4	5	8	4	3	3	7	4	89	13
13th week of class	1	1	5	4	1	3	3	2	41	3	12	5	7	9	2	1	4	5	10	5	4	4	12	6	102	15
14 - 16 week of class	-	-	1	1	1	3	1	-	12	1	1	-	3	4	1	1	1	1	4	2	-	-	3	2	28	1

1 Withdrawn from course with 100% refund
2 Withdrawn from institution with or without refund
3 Withdrawn from course with no refund

Data Source: RSVP Files
Date of Update: August 15, 1977

SUMMARY ON STUDENTS BY COURSE IN OPEN COLLEGE
SPRING/SUMMER, 1976-77 (76-3,4)

	HIS 260		HSC 101		LAW 205		LAW 206		MAT 201		TOTAL	
Number of Students Entered on RSVP files	115		204		125		47		158		649	
	N	%	N	%	N	%	N	%	N	%	N	%
Home Campus												
North	34	51	48	23	43	34	21	45	51	32	197	30
South	59	30	130	64	51	41	16	34	84	53	340	52
New World Center	22	19	26	13	31	25	10	21	23	15	112	17
Sex												
Males	41	36	72	35	51	41	26	55	60	62	250	39
Females	74	64	132	65	74	59	21	45	98	38	399	61
Age in Years												
17 years or less	1	1	-	-	-	-	-	-	-	-	1	-
18 - 22 years	34	30	66	32	39	31	17	36	59	37	215	33
23 - 29 years	30	26	53	26	36	29	12	26	51	32	182	28
30 - 39 years	36	31	49	24	32	26	12	26	28	18	157	24
40 - 49 years	7	6	23	11	11	9	6	12	18	11	65	10
50 - 59 years	6	5	8	4	7	5	-	-	2	1	23	4
60 years or more	1	1	5	3	-	-	-	-	-	-	6	1
Not Indicated	-	-	-	-	-	-	-	-	-	-	-	-
Ethnic Affiliation												
Whites	61	53	154	76	89	70	33	70	101	64	438	67
Blacks	42	37	29	14	12	10	3	6	40	25	126	19
Others	12	10	7	3	12	10	4	9	12	8	47	7
Not Indicated	-	-	14	7	12	10	7	15	5	3	38	6
Hispanic	17	15	35	17	26	21	13	28	25	16	116	18
Non hispanic	46	40	97	48	59	47	14	30	61	39	277	43
Not Indicated	52	45	72	35	40	32	20	42	72	45	256	39

Data Source: RSVP Files
Date of Update: August 15, 1977

	HIS 260		HSC 101		LAW 205		LAW 206		MAT 201		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%
Week of Entry												
Before classes started	72	63	127	62	84	67	26	55	94	60	403	62
1st week of classes	23	20	35	17	23	18	11	23	34	21	126	19
2nd week of classes	5	4	16	8	6	5	4	9	11	7	42	6
3rd week of classes	-	-	-	-	-	-	-	-	-	-	-	-
4th week of classes	2	2	6	3	4	3	4	9	7	4	23	4
5th week of classes	4	3	6	3	1	1	-	-	3	2	14	2
6th week of classes	-	-	2	1	1	1	-	-	3	2	6	1
7 - 13th week of classes	9	8	12	6	6	5	2	4	6	4	35	5
Drop Status												
Administrative Withdrawal[1]	17	15	17	8	13	10	5	11	13	8	65	10
Complete Withdrawal[2]	3	3	8	4	8	6	5	11	5	3	29	4
Course Withdrawal[3]	17	15	37	18	23	18	6	13	32	20	115	18

1 Withdrawal from course with 100% refund
2 Withdrawal from institution with or without refund
3 Withdrawal from course without refund

Appendix D

RSVP PARTICIPATION BY STUDENTS BY COURSE

1976-77

Data presented separately for the three terms
Fall, Winter and Spring/Summer

RSVP PARTICIPATION BY STUDENTS BY COURSE IN OPEN COLLEGE
FALL 1976-77 (76-1)

	ANT 220		ECY 101		ECY 104		HSC 101		LAW 205		LAW 206		ORH 101		PSY 211		TOTAL	
Number of students included for study	108		157		97		266		169		63		198		211		1279	
Number of RSVP Surveys Provided in the Course with prescriptions	6		6		6		12		6		6		6		6		54	
Participation by Students	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
100 percent	36	33	61	39	13	13	106	40	50	31	27	43	87	44	97	44	477	37
More than 50% but not 100%	14	13	25	16	4	4	38	14	20	11	4	6	51	26	12	5	168	13
Up to 50%	20	19	25	16	28	29	46	17	36	21	14	22	29	14	58	26	256	20
No participation	38	35	46	29	52	54	76	29	63	37	18	29	31	16	54	25	378	30
Group Mean for Participation	2.9		3.4		1.5		7.2		2.7		3.3		4.1		3.4			
Standard Deviation	2.6		2.6		2.1		4.0		2.6		2.7		2.3		2.6			
Group Median for Participation	2.5		4.2		0.4		8.0		2.5		3.4		5.1		3.4			

Group Mean - On an average, students send 2.9 Surveys/Student in ANT 220, etc.
Standard Deviation - Approximately two-thirds of the students fall within a range of 5.5 (2.7 + 2,6) and .3 (2.9 - 2.6)
Group Median - 50% of the students send 2.5 Surveys or more while the other 50% send less than 2.5 Surveys

RSVP PARTICIPATION BY STUDENTS BY COURSE IN OPEN COLLEGE
WINTER 1976-77 (76-2)

	ANT 220	ECY 102	EIH 290	ENG 120	HIS 260	HSC 101	HUM 204	LAW 205	LAW 206	MAT 201	ORH 101	PSY 211	TOTAL
Number of students included for study	93	117	32	178	1221	221	76	139	81		114	200	2472
Number of RSVP Surveys Provided in the course with prescriptions	6	6	5	10	4	12	13	6	6		6	6	80
Participation by Students	N %	N %	N %	N %	N %	N %	N %	N %	N %		N %	N %	N %
100 percent	31 33	38 33	15 47	26 15	419 34	101 46	20 26	42 30	27 33		47 41	37 19	803 32
More than 50% but not 100%	13 14	21 18	2 6	54 30	93 8	18 8	8 10	20 14	5 6		20 17	59 30	313 13
Up to 50%	14 15	16 13	4 13	35 20	247 20	28 13	19 25	23 17	17 21		13 11	35 17	451 18
No participation	35 38	42 36	11 34	63 35	462 38	74 33	29 38	54 39	32 40		34 30	69 34	905 37
Group Mean for Participation	2.9	3.1	2.8	4.5	1.9	6.8	5.5	2.8	2.8		3.5	2.8	
Standard Deviation	2.7	2.6	2.3	4.0	1.7	5.5	5.4	2.6	2.7		2.6	2.4	
Group Median for Participation	2.9	3.6	3.5	4.2	2.5	9.1	4.2	2.8	2.6		4.5	3.2	

Reported separately due to difference in course structure

RSVP PARTICIPATION BY STUDENTS BY COURSE IN OPEN COLLEGE
SPRING/SUMMER, 1976-77 (76-3,4)

	HIS 260		HSC 101		LAW 205		LAW 206		MAT 201	TOTAL	
Number of students included for study	115		204		125		47			491	
Number of RSVP Surveys Provided in the course with prescriptions	4		10		6		6			26	
Participation by Students	N	%	N	%	N	%	N	%		N	%
100 percent	37	32	93	46	31	25	6	13		167	34
More than 50% but not 100%	8	7	22	11	11	9	6	13		47	10
Up to 50%	22	19	23	11	28	22	9	19		82	17
No participation	48	42	66	32	55	44	26	55		195	40
Group Mean for Participation	1.8		5.7		2.3		1.7				
Standard Deviation	1.8		4.5		2.5		2.3				
Group Median for Participation	2.0		8.0		1.2		0.4				

Reported separately due to difference in course structure.

Appendix E

UTILIZATION OF THE TWO EXAMINATIONS FOR THE SIX MODULES IN MATH 201

1976-77

Data presented separately for the three terms
Fall, Winter and Spring/Summer

UTILIZATION OF THE TWO EXAMINATIONS IN THE SIX MODULES

MATH 201 (76-1)

	MODULE 1 LOGIC		MODULE 2 SET THEORY		MODULE 3 ALGEBRA		MODULE 4 PROBABILITY		MODULE 5 STATISTICS		MODULE 6 DECIMAL NOTATION	
Number of Students:	EXAM 1	EXAM 2	EXAM 1	EXAM 2	EXAM 1	EXAM 2	EXAM 1	EXAM 2	EXAM 1	EXAM 2	EXAM 1	EXAM 2
UTILIZING	35	30	39	43	53	34	29	15	25	24	45	20
NOT UTILIZING	166	171	162	158	148	167	172	186	176	177	156	181
ATTEMPTED 2 EXAMS AND PASSED BOTH	0		2		2		1		1		1	
ATTEMPTED 2 EXAMS AND PASSED ONE	3		4		4		1		1		1	
ATTEMPTED 2 EXAMS AND FAILED BOTH	5		6		6		1		0		3	
ATTEMPTED 1 EXAM AND PASSED IT	38		48		48		29		39		44	
ATTEMPTED 1 EXAM AND FAILED IT	11		15		15		9		6		11	
ATTEMPTED NO EXAM	144		126		126		160		154		141	

Number of students included in this table: 201

UTILIZATION OF THE TWO EXAMINATIONS IN THE SIX MODULES

MATH 201 (76-2)

	MODULE 1 LOGIC		MODULE 2 SET THEORY		MODULE 3 ALGEBRA		MODULE 4 PROBABILITY		MODULE 5 STATISTICS		MODULE 6 DECIMAL NOTATION	
Number of Students:	EXAM 1	EXAM 2	EXAM 1	EXAM 2	EXAM 1	EXAM 2	EXAM 1	EXAM 2	EXAM 1	EXAM 2	EXAM 1	EXAM 2
UTILIZING	51	38	55	45	59	56	23	18	24	14	46	32
NOT UTILIZING	147	160	143	153	139	142	175	180	175	184	152	166
ATTEMPTED 2 EXAMS AND PASSED BOTH	9		10		12		-		4		1	
ATTEMPTED 2 EXAMS AND PASSED ONE	2		7		13		3		1		10	
ATTEMPTED 2 EXAMS AND FAILED BOTH	5		7		2		1		-		3	
ATTEMPTED 1 EXAM AND PASSED IT	41		45		55		26		26		41	
ATTEMPTED 1 EXAM AND FAILED IT	16		7		6		7		1		9	
ATTEMPTED NO EXAM	125		122		110		161		166		134	

Number of students included in this table: 198

UTILIZATION OF THE TWO EXAMINATIONS PROVIDED IN EACH OF THE SIX MODULES

MATH 201 (78-3(9)

	MODULE 1 LOGIC		MODULE 2 SET THEORY		MODULE 3 ALGEBRA		MODULE 4 PROBABILITY		MODULE 5 STATISTICS		MODULE 6 DECIMAL NOTATION	
	EXAM 1	EXAM 2	EXAM 1	EXAM 2	EXAM 1	EXAM 2	EXAM 1	EXAM 2	EXAM 1	EXAM 2	EXAM 1	EXAM 2
Number of Students:												
UTILIZING	28	33	40	25	42	31	19	14	13	24	29	20
NOT UTILIZING	130	125	118	133	116	127	139	144	145	134	129	138
ATTEMPTED 2 EXAMS AND PASSED BOTH	4		5		4		-		2		-	
ATTEMPTED 2 EXAMS AND PASSED ONE	5		5		2		1		-		4	
ATTEMPTED 2 EXAMS AND FAILED BOTH	2		4		2		2		1		1	
ATTEMPTED 1 EXAM AND PASSED IT	28		20		47		22		26		21	
ATTEMPTED 1 EXAM AND FAILED IT	11		8		10		6		3		10	
ATTEMPTED NO EXAM	108		107		93		128		124		113	

Number of students included in this table: 158

Appendix F

DATA ON END-OF-TERM GRADE DISTRIBUTION AND COURSE COMPLETION

1976-77

Data presented separately for the three terms
Fall, Winter and Spring/Summer

DATA ON END-OF-TERM GRADE DISTRIBUTION AND COMPLETION OF COURSE
GIVEN AS PERCENTAGES
FALL, 1976-77

		ANT 220	ECY 101	ECY 104	HSC 101	LAW 205	LAW 206	MAT 201	ORH 101	PSY 211	ALL COURSES
Grades Generated		103	134	77	247	153	59	181	191	206	1351
GRADE	A	22	15	12	21	16	10	14	28	20	20
	B	17	21	9	22	18	36	13	29	14	20
	C	13	15	10	8	14	15	3	13	12	11
	D	1	11	-	5	5	-	4	3	3	4
	F (taken exam & failed)	2	2	-	3	3	3	-		4	2
	F (not taken exam & received F)	16	14	19	17	19	12	28	9	19	17
	Incomplete	1	1	-	3	6	8	7	5	7	5
	Withdrawal	25	17	50	20	18	15	30	13	20	21
COMPLETION SUCCESSFUL	(A-D grade)	53	62	31	57	54	61	35	73	50	55
NONCOMPLETION	(I's and W's)	29	22	50	23	24	23	37	18	27	26

77

78

DATA ON END-OF-TERM GRADE DISTRIBUTION AND COMPLETION OF COURSE
GIVEN AS PERCENTAGES
WINTER, 1976-77

	ANT 220	ECY 102	EIM 290	ENG 120	HIS 260	HSC 101	LAW 205	LAW 206	MAT 201	ORH 101	PSY 211	ALL COURSES
Grades Generated	82	104	31	162	1182	199	126	71	182	106	198	2424
GRADE A	26	14	16	28	25	32	14	8	17	16	7	22
B	20	23	19	8	15	17	17	23	12	29	16	16
C	10	11	13	12	9	9	25	20	4	13	19	11
D	6	6	-	9	3	2	6	6	2	2	4	4
F (taken exam & failed)	1	2		7	1	1	2	3	3	5	6	3
F (not taken exam & received F)	17	17	33	11	15	15	14	14	27	14	18	16
Incomplete	2	6	-	1	15	6	5	4	9	3	4	9
Withdrawal	18	21	19	24	17	18	17	22	26	18	26	19
COMPLETION SUCCESSFUL (A-D grade)	61	54	48	57	52	60	62	57	35	60	46	53
NONCOMPLETION (I's and W's)	21	27	19	25	32	24	22	26	35	21	30	28

79

80

DATA ON END-OF-TERM GRADE DISTRIBUTION AND COMPLETION OF COURSE GIVEN AS PERCENTAGES

SPRING/SUMMER 1976-77 (76-3,4)

	HIS 260	HSC 101	LAW 205	LAW 206	MAT 201	TOTAL
Grades Generated	95	178	108	39	135	555
Grade A	6	27	15	13	19	18
B	22	20	17	13	10	17
C	10	11	17	20	5	11
D	10	3	3	8	2	4
F (Taken exam & failed)	5	2	1	3	2	2
F (Not taken exam and received an F grade)	17	10	15	15	29	17
I	6	/	4	5	10	7
W	24	20	28	23	23	23
Completion						
A-D	48	61	52	54	36	50
Non-completion						
I's & W's	30	27	32	28	33	30

Appendix G

RESULTS OF STEP-BY-STEP MULTIPLE REGRESSION ANALYSIS

1976-77

Data presented separately for the three terms
Fall, Winter and Spring/Summer

RESULTS OF STEP BY STEP REGRESSION ANALYSIS - FALL, 1976-77 (76-1)

Criterion variable to be predicted - Combined Percent Score in Midterm and Final Examinations
Independent Variables considered - Sex, Age, Week of entry, number of surveys sent, number of times reminded, Mean survey score

	ANT 220	ECY 101	HSC 101	LAW 205	ORH 101	PSY 211
Number of Students included in analysis had taken both exams	57	86	148	89	139	112
Step 1						
Independent Variable	Sex	Mean Survey Score	Mean Survey Score	Mean Survey Score	Mean Survey Score	Mean Survey Score
Multiple R	.52	.54	.43	.31	.33	.50
Variance accounted	.27	.29	.19	.10	.11	.25
F Value	20.31**	34.19**	33.54**	9.51**	17.34**	36.89**
Step 2						
Independent Variable	Mean Survey Score	Number of Times Reminded	Number of Surveys Sent	Sex	Sex	Sex
Multiple R	.59	.56	.45	.39	.42	.53
Variance accounted	.36	.31	.21	.15	.17	.28
F Value	14.92**	18.66**	18.86**	7.71**	14.25**	21.15**
Step 3						
Independent Variable	Number of Times Reminded	Sex	Number of Times Reminded	Week of Entry	Week of Entry	Number of Surveys Sent
Multiple R	.61	.57	.48	.41	.42	.53
Variance accounted	.37	.32	.23	.17	.18	.28
F Value	10.38**	13.12**	14.41**	5.89*	9.84**	14.28**

*Significant at .05 level of confidence
**Significant at .01 level of confidence

	ANT 220	ECY 101	HSC 101	LAW 205	ORH 101	PSY 211
Step 4						
Independent Variable	Age	Number of Surveys Sent	Sex	Number of Times Reminded	Number of Times Reminded	Age
Multiple R	.61	.57	.49	.43	.43	.53
Variance accounted	.38	.33	.24	.19	.19	.28
F Value	7.82**	9.95**	11.33**	4.77*	7.63**	10.64**
Step 5						
Independent Variable	Week of Entry	Week of Entry	Age	Number of Surveys Sent	Number of Surveys Sent	Week of Entry
Multiple R	.61	.58	.50	.43	.44	.53
Variance accounted	.38	.33	.25	.19	.19	.28
F Value	6.18*	7.99**	9.47**	3.87*	6.22*	8.44**
Step 6						
Independent Variable	Number of Surveys Sent	Age	Week of Entry	Age	-	Number of Times Reminded
Multiple R	.62	.58	.50	.44	-	.53
Variance accounted	.38	.33	.25	.19	-	.28
F Value	5.09*	6.59*	7.87**	3.28*	-	6.97**

Regression Analysis (cont'd)
76-1

RESULTS OF STEP BY STEP REGRESSION ANALYSIS - WINTER, 1976-77 (76-2)

Criterion variable to be predicted - Combined Percent Score in Midterm and Final Examinations
Independent variables considered - Sex, Age, Week of entry, number of surveys sent, number of times reminded, Mean survey score

	ANT 220	ECY 102	HIS 260
Number of Students included in analysis had taken both exams	51	59	630
Step 1			
Independent Variable	Mean Survey Score	Mean Survey Score	Ethnic Group
Multiple R	·38	·63	.39
Variance accounted	·14	·39	.15
F Value	8·32**	36·66**	110.7**
Step 2			
Independent Variable	Sex	Age	Mean Survey Score
Multiple R	·43	·66	.56
Variance accounted	·19	·43	.31
F Value	5·63**	21·82**	140.6**
Step 3			
Independent Variable	Age	Sex	Number of Times Reminded
Multiple R	.46	·67	.58
Variance accounted	.21	·45	.34
F Value	4.23**	15.55**	108.56**

*Significant at .05 level of confidence
**Significant at .01 level of confidence

	ANT 220	ECY 102	HIS 260	HSC 101
Step 4				
Independent Variable	Week of Entry	Number of Times Reminded	Age	Sex
Multiple R	.48	.58	.59	.38
Variance accounted	.16	.41	.35	.15
F Value	3.55*	12.04**	64.29**	5.16**

Step 5				
Independent Variable	Number of Times Reminded	Week of Entry	Sex	Number of Surveys Sent
Multiple R	.49	.69	.60	.39
Variable accounted	.24	.48	.35	.15
F Value	2.83*	9.74**	68.65**	4.20**

Step 6				
Independent Variable	-	-	Week of Entry	Age
Multiple R	-	-	.60	.39
Variable accounted	-	-	.36	.15
F Value	-	-	58.35**	8.52**

	LAW 205	LAW 206	ORH 101	PSY 211
Number of Students included in analysis	82	42	67	93
Step 1				
Independent Variable	Age	Number of Surveys Sent	Mean Survey Score	Age
Multiple R	.26	.69	.39	.23
Variance accounted	.07	.48	.15	.05
F Value	5.90*	37.07**	11.44**	5.12*
Step 2				
Independent Variable	Number of Times Reminded	Mean Survey Score	Number of Surveys Sent	Mean Survey Score
Multiple R	.35	.77	.53	.28
Variance accounted	.13	.54	.28	.08
F Value	5.87**	23.10**	12.59**	4.06*
Step 3				
Independent Variable	Sex	Week of Entry	Age	Number of Surveys Sent
Multiple R	.40	.74	.57	.30
Variance accounted	.16	.55	.32	.09
F Value	5.00**	15.30**	10.11**	3.11*

Regression Analysis (cont.)

76-2

	LAW 205	LAW 206	ORH 101	PSY 211
Step 4				
Independent Variable	Mean Survey Score	Age	Week of Entry	
Multiple R	.41	.75	.58	-
Variance accounted	.17	.56	.34	-
F Value	3.86**	11.54**	7.84**	-
Step 5				
Independent Variable	Number of Surveys Sent	Number of Times Reminded	Sex	
Multiple R	.42	.75	.58	-
Variance accounted	.18	.56	.34	-
F Value	3.37**	8.99**	6.24**	-
Step 6				
Independent Variable	Week of Entry	-	Number of Times Reminded	
Multiple R	.42	-	.58	-
Variance accounted	.18	-	.34	-
F Value	2.83*	-	5.16**	-

Regression Analysis (cont.)

76-2

RESULTS OF STEP BY STEP REGRESSION ANALYSIS - SPRING/SUMMER, 1976-77 (76-3,4)

Criterion variable to be predicted - Combined Percent Score in Midterm and Final Examinations
Independent Variables considered - Sex, Age, Week of Entry, Number of Surveys Sent, Number of times Reminded, Mean Survey Score

	HIS 260	HSC 101	LAW 205
Number of Students Included in Analysis had taken both exams	42	111	57
Step 1			
Independent Variable	Ethnic Group	Age	Number of Surveys Sent
Multiple R	.42	.21	.44
Variance accounted	.18	.05	.19
F Value	8.52**	5.09*	13.21**
Step 2			
Independent Variable	Mean Survey Score	-	Age
Multiple R	.59	-	.49
Variance accounted	.35	-	.24
F Value	10.68**	-	8.52**
Step 3			
Independent Variable	Age	-	Week of Entry
Multiple R	.62	-	.53
Variance Accounted	.39	-	.28
F Value	7.96**	-	6.96*

*Significant at .05 level of confidence
**Significant at .01 level of confidence

	HIS 260	HSC 101	LAW 205
Step 4			
Independent Variable	Week of Entry	-	Number of Reminders
Multiple R	.63	-	.54
Variance accounted	.40	-	.29
F Value	6.11**	-	5.27*
Step 5			
Independent Variable	Sex	-	Mean Survey Score
Multiple R	.64	-	.54
Variance accounted	.41	-	.29*
F Value	4.91**	-	4.23*

Appendix H

INFORMATION ABOUT STUDENTS INCLUDED IN THE MULTIPLE REGRESSION ANALYSIS

INFORMATION ABOUT STUDENTS INCLUDED IN THE
MULTIPLE REGRESSION ANALYSIS

1976-1977

	FALL	WINTER	SPRING/SUMMER
ANT 220			
Number of Students	57	51	
	Mean SD	Mean SD	
Number of Surveys sent	4.9 (1.8)	4.6 (2.2)	not offered
Survey Scores Mean	19.9 (7.3)	18.8 (8.7)	
Combined Exam Score - %	79.7 (13.1)	77.6 (12.4)	
Age	33.8 (11.9)	30.6 (11.5)	
ECY 101			
Number of Students	86		
	Mean SD		
Number of Surveys sent	5.4 (1.2)	not offered	not offered
Survey Scores Mean	10.1 (2.4)		
Combined Exam Score - %	71.8 (12.2)		
Age	33.5 (13.2)		
ECY 102			
Number of Students		59	
		Mean SD	
Number of Surveys sent	not offered	5.2 (1.4)	not offered
Survey Scores Mean		10.4 (3.2)	
Combined Exam Score - %		79.0 (11.9)	
Age		30.9 (10.3)	
HIS 260			
Number of Students		630	42
		Mean SD	Mean SD
Number of Surveys sent	not offered	3.1 (1.3)	3.2 (1.4)
Survey Scores Mean		7.8 (3.5)	6.8 (3.2)
Combined Exam Score - %		79.0 (12.0)	62.2 (11.3)
Age		35.6 (12.1)	31.7 (9.2)

SD = Standard Deviation
The value for Standard Deviations is an indicator of how the scores or ages of the students spread out on a continuum. To illustrate: In ANT 220, on an average, the number of surveys received is 4.9 surveys/student (Mean) and the SD of 1.8 means that approximately two-thirds of the students can be expected to be within the range of 3.1 (4.9 - 1.8) and 6.7 (4.9 + 1.8)

	FALL		WINTER		SPRING/SUMMER	
HSC 101						
Number of Students	148		124		111	
	Mean	SD	Mean	SD	Mean	SD
Number of Surveys sent	10.2	(3.6)	10.6	(3.3)	8.7	(2.8)
Survey Scores Mean	8.4	(3.3)	8.6	(3.2)	9.7	(3.7)
Combined Exam Score - %	76.7	(14.9)	79.9	(10.7)	78.9	(12.2)
Age	28.1	(9.5)	29.8	(10.3)	31.2	(10.9)
LAW 205						
Number of Students	89		82		57	
	Mean	SD	Mean	SD	Mean	SD
Number of Surveys sent	4.2	(2.2)	4.2	(2.2)	4.1	(2.3)
Survey Scores Mean	19.7	(9.0)	18.9	(9.1)	20.6	(8.6)
Combined Exam Score - %	76.1	(14.5)	74.3	(13.1)	78.2	(11.1)
Age	32.7	(12.7)	28.4	(8.5)	31.1	(10.4)
LAW 206						
Number of Students	38		42		21	
	Mean	SD	Mean	SD	Mean	SD
Number of Surveys sent	3.3	(2.7)	4.8	(1.8)	2.5	(2.5)
Survey Scores Mean	21.9	(15.5)	25.3	(11.2)	17.5	(16.1)
Combined Exam Score - %	72.4	(9.7)	69.0	(10.4)	68.6	(11.9)
Age	33.3	(9.9)	33.9	(11.2)	28.7	(9.0)
ORH 101						
Number of Students	139		67			
	Mean	SD	Mean	SD		
Number of Surveys sent	5.1	(1.5)	5.2	(1.6)	not offered	
Survey Scores Mean	7.5	(1.9)	7.4	(2.1)		
Combined Exam Score - %	84.4	(9.4)	81.8	(11.3)		
Age	32.3	(12.3)	34.3	(11.6)		
PSY 211						
Number of Students	112		93			
	Mean	SD	Mean	SD		
Number of Surveys sent	5.3	(1.6)	4.6	(1.7)	not offered	
Survey Scores Mean	21.8	(6.1)	20.7	(8.9)		
Combined Exam Score - %	67.0	(15.1)	67.1	(14.5)		
Age	30.6	(11.1)	30.6	(11.3)		

UNIVERSITY OF CALIF.
LOS ANGELES

AUG 1 1 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES